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ABSTRACT

This publication contains information gained by site visitations to 15 exemplary career education programs located in rural, urban, and suburban areas of the U.S. The programs were selected because they were founded on firm philosophical bases, would be functioning in the 1972-73 school year, and were characterized by a variety of budget patterns and sources of funds, student clientele, staffing patterns, and career education curriculum design and implementation. Included in the description for each of the 15 programs is a discussion of: (1) the geographical area and school in which the program is located, (2) the goals and objectives of the program, (3) the educational program, (4) administration of the program, (5) resources available to the program, (6) interaction of the program with the community, and (7) results from any evaluations of the program. Persons to contact regarding a visitation are also listed for each of the programs. (SB)

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AN ANTHOLOGY OF 15 CAREER EDUCATION PROGRAMS

Robert L. Morgan
Mollie W. Shook
J. K. Dane

Editors

Career Education Volume 2

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NTER FOR OCCUPATIONAL EDUCATION

North Carolina State University at Raleigh

1973

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A joint publication of the Center for Occupational
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at Raleigh

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Career Education Volume 2

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PREFACE

In determining the nature of exemplary programs in career education it is difficult to apply the same rationale an educator would use to determine the nature of programs for the disadvantaged designed around a definition, a set of standards, and with definite parameters, all of which career education lacks at this time.

Career education as a total program is new, dynamic and growing. The Center for Occupational Education, North Carolina State University. visited 41 programs as a result of the National Center for Education Communication, U. S. Office of Education's grant to "identify, document and spread" information about career education. All of these programs were new, dynamic and growing; none was fully developed. In many instances evaluation schemes did not exist or were just being designed. Hard data available from programs with existing evaluation scheme was the result of studies conducted on programs of short duration, i.e., twelve to eighteen months.

Fifteen of the 41 programs visited were chosen for dissemination in an exemplary manner. The fifteen programs were NOT chosen as exemplary based on the results of formal evaluations conducted either by their local education agencies or third parties. They were selected because the career education programs were founded on firm philosophical bases; they will be functioning in the 1972-73 school year; and the programs are situated in total education agencies which are characterized by a variety of budget patterns and sources of funds, student clientele, staffing patterns, and career education curriculum design and implementation.

Also, these programs are located in local education agencies which are rural, urban, and suburban in nature; they are distributed geographically and demographically among the 50 states; they represent student and community populations of black, white, and Mexican-American; they are accessible to airports and served by major highway systems; and they welcome visitations--on a planned schedule--from individuals interested in either implementing or expanding career education programs.

Therefore a superintendent of a local education agency looking for programs in career education to study, visit, and from which to learn, may find among these 15 programs one similar to what is being considered for that particular system and a school system similar to the one for which he is responsible.

Special thanks go to Mrs. Olive Maynard, Center for Occupational Education, and Mrs. Elaine Hill, Office of Publications, for their diligent efforts on this publication.

ANNE ARUNDEL COUNTY
Annapolis, Maryland

Documentation of Career Education Program

Site Team

Kenneth B. Hoyt, Leader
Charles M. Law
Charles F. Nichols, Sr.
Robert L. Morgan

INTRODUCTION

Anne Arundel County is located in the heart of the tideland triangle between Baltimore, Maryland, and Washington, D. C. Lying on the Chesapeake Bay, Anne Arundel County extends along 431 miles of tidewater coastline. The inland area includes softly rolling hills and a coastal network of streams and rivers. Anne Arundel's proximity to Washington and Baltimore has given the county a sophisticated suburban atmosphere.

The county's population increased in the decade of the sixties by 44 percent and its economy is also healthy and growing. The average family income in the county is higher than the national average. Furthermore, job availability as well as variety abounds due to industrialization, trade and the proximity to Washington and Baltimore. Education is extremely important to the residents of the county with 61 percent (58.5 million dollars) of the public dollars being funneled into education. There are nineteen secondary schools and eighty elementary schools serving 77,000 students. The school system employs 3,600 teachers.

The career education program in Anne Arundel County is presently located in six schools in the northern section of the county--Park Elementary, Bell Grove Elementary, Brooklyn Park Elementary, Pumphrey Elementary, Brooklyn Park Junior-Senior High, and Corkren Junior High. Some elements of the program have also been incorporated into other county schools.

One reason for the initiation of the Career Education Program is that educators and parents were raising some interesting questions.

Why is it that our colleges each year receive thousands of students who have little desire to go to college and leave before the end of the first year?

Why does the unemployment rate continue to stand at an unacceptable level and includes more and more of our "educated" people?

What happens to those students who drop out of school with no skill or job training?

Why are so many high school graduates searching for a job rather than a career?

Why do people who contend that schools are already meeting the needs of most students fear to walk the streets at night and complain about all those people on welfare?

In an attempt to deal with some of these questions, Dr. Edward J. Anderson recommended in the fall of 1969 the formation of a task force to develop a K-12 curricula for career development. This task force had several major assignments in the production of career development curriculum. First, there was the task force to conduct an orientation research period, then they wrote the conceptual schemes, followed by the behavioral objectives. An assessment was made of the existing career development curricula, identifying available instructional materials and programs at the same time. From this base, they developed learning packages for existing curricular gaps and suggested procedures for field evaluation and inservice education. They were quite concerned that career development was inseparable from education in general and it was the responsibility of the school to develop a positive attitude in all students towards work and to foster the idea that all work is honorable.

In observing the program and talking with the people in Anne Arundel County, it was noticed that in addition to the formal gathering of information about career development, there was at the same time an administrative display toward an esprit de corps attitude for career development throughout the system. This was further fostered by Dr. Anderson and his immediate team by selection of key people to take over important parts of the development of a career education program in Anne Arundel County. The team was impressed visibly by the amount of concern the people demonstrated in the area for the career education concept as it was initiated throughout the various administrative disciplines in Anne Arundel County.

GOALS AND OBJECTIVES

The stated philosophy of the Anne Arundel County school system is:

> It is our belief career development education should be inseparable from education in general and therefore all education should be directed toward preparing each student to take his place in society. Career development asks educators to examine their goals in terms of its contribution toward preparing students for a successful and rewarding life, and to this end to incorporate career development objectives into their programs in a relevant manner and in a logical sequence.

In the elementary years the emphasis should be instituting attitudes toward and an introduction to the world of work. In the middle years this would include a further exploration of the world of work and a continuing emphasis on attitudes and values. In the final years there would continue to be an opportunity for specific skill development and work experience.

The program's goals are clearly delineated:

1. To provide programs which will equip students with an occupational skill for job entry, if they so desire, when they complete their thirteen years of schooling.
2. To prepare students for our changing technological society by developing intellectual skills and the ability to analyze a problem and make decisions so that they will be able to adapt to changes in their lives and in their occupations.
3. To develop in students the proper attitudes and behaviors which will enable them to obtain and hold a job and succeed in career advancement.

The general strategies for obtaining these goals have also been defined:

1. Provision of relevant programs at all levels which are action-oriented so that work activities may serve as a vehicle for academic learning.

2. Flexibility that does not hold students to rigid requirements that track them into confining programs.

3. Opportunities to enter all subject areas except areas which have a prerequisite of sequential subject development.

4. Opportunities for actual work experience in cooperative vocational programs.

5. Provision of the basis for continual learning as well as skills that are transferable among a variety of jobs.

6. Provision of an exploratory vocational experience in a particular occupation or family of occupations.

7. Offering of instruction in all disciplines relating to career development education on a K-12 basis to permit a continuous progress of learning.

8. Provision of guidance K-12 so that students can identify their abilities and interests and apply this knowledge to their choice of educational and vocational opportunities.

9. Provision of means for continuous evaluation at all levels.

This program was conceptualized as involving five major areas of concern. These include (a) Economics, (b) Self, (c) Society, (d) Technology, and (e) Careers. The five basic conceptual statements that were adapted to reflect these concerns were:

SELF - Self-understanding is vital to career decision and work performance
SOCIETY - Society reflects the creative force of work
TECHNOLOGY - Man and technology are continually interacting in his work
ECONOMICS - Man's livelihood depends upon the production, distribution, and consumption of goods and services
CAREER - Career education prepares man for the world of work

Following formulation of these five conceptual statements, a number of subconcepts were written for each. A total of 39 such subconcepts were identified. Each subconcept was seen as essential to be covered at each of four levels--K-2, 3-5, 6-8, and 9-12. For each level, one or more behavioral objectives were developed for each of the 39 subconcepts. A total of 187 such behavioral objectives were formulated.

Finally, in building this conceptual framework, a number of specific activities for each of the academic disciplines to be taught were formulated for each behavioral objective at each of the four levels. These specific activities were conceptualized as forming the numbers for "learning packages" to be developed by teachers for attaining a particular behavioral objective related to a particular subconcept at a particular grade level.

The 39 subconcepts are intended to be conveyed to students at each of the four grade levels by means of the suggested activities built for the particular behavioral objectives picked for a given subconcept at a given grade level. The basic and specific goals and objectives are contained in separate publications prepared for each of the four grade levels. These publications have been prepared and printed by the Anne Arundel County Schools.

EDUCATIONAL PROGRAM

The intellectual base of the Anne Arundel County Career Education Program rests on an assumption that career development education is inseparable from education in general. Thus, they see all teachers as having responsibility for helping each student develop a positive attitude towards work and to regard all work as honorable. Additionally, while they view the elementary school years as devoted to career awareness and the junior high years to career exploration, they consider it essential that every student leaving the secondary school should be prepared either for a job or for further education on career preparation. Finally, they emphasize the importance of guidance and counseling throughout all grade levels in order to assure freedom of choice and to promote wisdom in the decision-making process.

The career development program is being implemented at each grade level in a gradual fashion, one school at a time, under a master plan that calls for complete implementation by 1974. The implementation strategy has been built into this project from its beginning in 1970. At that time, a total of 19 Anne Arundel educators from all grade levels were chosen as task force members. These educators were chosen, in large part, on the basis of being outstandingly successful practitioners highly respected by other educators in the county.

By spending one full year in task force assignments, each member developed a high degree of expertise and a high level of commitment to the goals and objectives of career development. Twelve of the 19 have now returned to their former schools where they serve as a motivational and demonstration source for implementation of career education. Six of these teachers, from the K-6 level, have been released from their normal teaching duties during the 1971-72 school year and are working as resource teachers for career development. Each represents a different academic discipline and, while housed primarily in one school, is available, on request, to help teachers in other schools needing assistance in his academic area.

Currently, one senior high school, one junior high school, and four elementary schools located in the industrially oriented northern part of the county are cooperating in this implementation effort.

The six resource teachers, with a coordinator, were appointed as the implementation team in June, 1971. This team spent the summer participating in a workshop on evaluation strategies, in ordering materials, and in conducting orientation workshops for teachers from participating schools who volunteered to attend.

The primary method being used is the "learning package." The learning package comes in a variety of forms. Some are intended for teacher use only, some for student use only, and some for both teacher and student use. Each is built around a specific behavioral objective related to one of the 39 subconcepts at one of the four grade levels. Included in the learning package is a statement of goals and objectives, needed resource materials, and suggested activities. Some such learning packages were built by the task force during the 1970-71 school year and taken to participating schools for implementation and demonstration. Individual teachers in each participating school are being encouraged to build, field test, refine, and use their own learning packages. When a particular learning package has been evaluated through field testing and judged to have significant value, it is put in printed form and made available to all interested teachers for use. All learning packages are built around an activity-centered approach to classroom instruction.

Several innovative methods and activities are being used, at the elementary level, to supplement the learning package approach. One of these is the Career Technology program. Here, using a mobile unit that can be shifted from room to room, students are given access to basic mechanical and construction tools--hammers, saws, drills, etc.--that they can use to build projects related to their learning packages and to be introduced, through "hands-on" activities, to the basic tools of technology and the technological process itself. A second innovative program is found in the touch typewriting activity for 5th graders who are learning to type using commercially purchased film loops. A third innovative program in the senior high school consists of the computer-based guidance program of Interactive Learning System, Inc., in which students are given "on-line" interaction time with the computer. The ILS system operates on a fixed cost contract, rather than the usual unit-time charge system.

Great attention is paid to projects of a multi-disciplinary nature in which teachers from a variety of academic disciplines each encourage student activity related to a single project. One such example saw several "companies" formed, "stocks" bought and sold, art projects aimed at merchandizing, English themes written, and industrial art production lines operating in a completely integrated fashion.

Whether or not a multi-disciplinary emphasis is present, it is clear that classroom teachers are viewing the career implications of the substantive content they seek to help students learn as a motivational device for learning the substantive content itself. The learning packages, while including behavioral objectives for career development, are primarily concerned with substantive content from specific academic disciplines.

A separate evaluation staff has been employed by Anne Arundel County to perform a continuing series of evaluative activities within the framework of a master plan for evaluation.

Guidance and Counseling

There is a strong counseling and guidance program in Anne Arundel County with counselors at the elementary, junior high, and senior high level. The relative importance of the guidance function is seen in the fact that two elementary counselors and one secondary school counselor were members of the original 19-member task force on career development.

Job placement in Anne Arundel County is seen as a joint responsibility between counselors and work-study coordinators in all the county secondary schools along with special vocational counselors employed at the vocational-technical education centers. A comprehensive listing of employers is maintained on a continuing basis.

Work-study programs operate in all comprehensive secondary schools in the county. Two special kinds of work-study programs were initiated during the 1971-72 school year. One is Project HOP (Health Occupations Programs) in which forty 11th-grade students are spending half days in one of a number of local hospitals where they are being systematically introduced to a number of hospital occupations next year; these students will be in a regular work-study program as 12th graders.

The second new work-study program is Project COP (Cooperative Occupations Program) designed for students in grades 10, 11, and 12 interested in work-study opportunities built on an individualized basis rather than as part of one of the standard work-study programs. The standard work-study programs operate at the 12th-grade level.

Specific vocational technical education facilities exist, to a limited extent, in the comprehensive secondary schools and in two area vocational technical education centers that exist in the county. A new vocational technical education center is planned which, if funded, will more than double the availability of specific vocational-technical skill training for senior high school students--grades 10, 11, and 12--as well as for adults in the county.

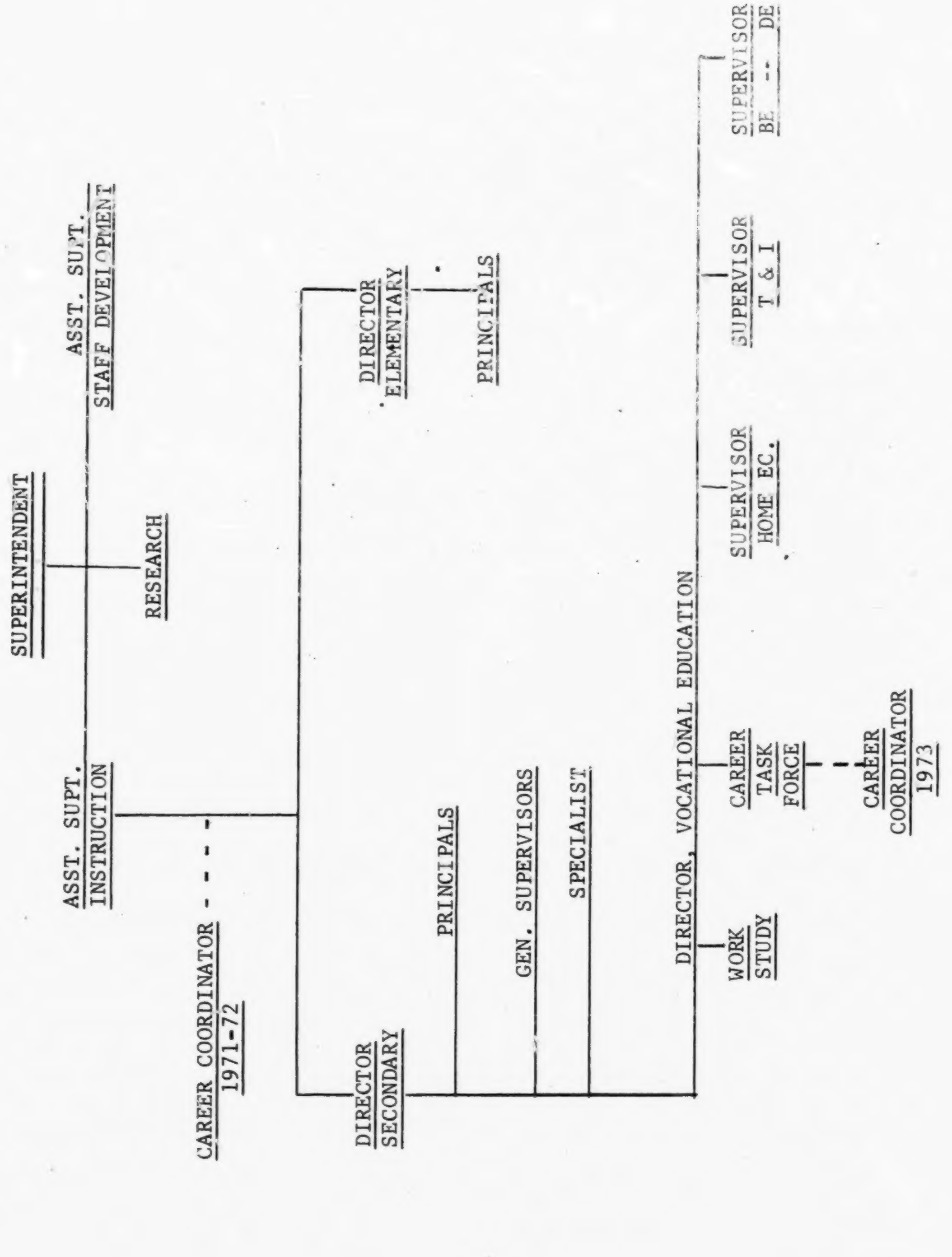
It is difficult to say how much staff time is being allocated to career education. Nineteen staff members were released full time for one year to develop the conceptual scheme for career development with seven of these continuing to be released during the 1971-72 school year. Considerable teacher time is being expended on building, field testing, and using the career development learning packages.

ADMINISTRATION

The policies observed demonstrating a commitment by the Anne Arundel County Board of Education were the most explicit of all, and that is financial and administrative commitment to the program. In discussing with Dr. Anderson and various members of his staff the future plans as seen by the Board of Education, the policy that seemed most important was the Board of Education's commitment to building career education areas into the new school building construction that is planned in the Anne Arundel County schools. In addition, the superintendent and his team were given the discretion of making physical changes in their building plans to accommodate programs that addressed themselves to career education methods.

The policy that the board adopted of using the task force procedure to give direction to the career education program was most unique. Those professionals appointed to the task force by the superintendent's administrative team were relieved of their teaching assignments and given a school year block of time to develop the rationale for career education, establish the goals, and suggest the strategies that would be used to meet these goals. Administrative support was assured by assigning one new person to the team, Dr. Tronsue.

The career education program is managed through the chart shown. Specific implementation responsibilities have been assigned to a career coordinator at the present time. He presently reports to the assistant superintendent in charge of instruction as well as the director of secondary education and the director of elementary education. This entire operation will be turned over to the director of vocational education in 1973.


SUPERINTENDENT
RESEARCH
ASST. SUPT. STAFF DEVELOPMENT
ASST. SUPT. INSTRUCTION
CAREER COORDINATOR 1971-72
DIRECTOR ELEMENTARY
PRINCIPALS
DIRECTOR SECONDARY
PRINCIPALS
GEN. SUPERVISORS
SPECIALIST
DIRECTOR, VOCATIONAL EDUCATION
WORK STUDY
CAREER TASK FORCE
CAREER COORDINATOR 1973
SUPERVISOR HOME EC.
SUPERVISOR T & I
SUPERVISOR BE -- DE

The entire administrative responsibility in Anne Arundel County is set up on a building block program, first developmental with the task force, and then administratively to the career coordinator whose responsibility will ultimately be to the director of vocational education.

The county set up some short- and long-range goals for career education. By 1975 they plan on having career education county-wide covering all of the schools in Anne Arundel County. At the end of 1978, they plan to have the evaluation of the entire program completed and, presumably, ready to submit for further study to the Board of Education and the superintendent for any necessary changes that they might have seen as they gained more information about the potential of career education programs in their educational system. Their evaluation to date consists of pretests given in September of 1971.

There are plans for projected evaluation at this time, but the money has been allocated to do this in the future as they move into the plans for 1975 and 1979. The control groups for this have been established at the 5th, 6th, and 8th grade levels. There are no control groups in the K-4 group at this time and nothing operational for the 7th grade group which they have maintained in a sort of state of flux. The determination of what will happen with the 7th grade will be made in either 1975 or 1978, whichever is the most appropriate.

PROGRAM RESOURCES

The local administrative unit has provided a substantial commitment of personnel resources to the program. The elementary program offers counseling (vocational and personal) and the use of an implementation task force of six teachers who work with the schools. Available to aid junior and senior high school students in career education are a work-study program coordinator, counselors (vocational and personal) a distributive education coordinator, a diversified occupations coordinator, and a cooperative health careers coordinator. In addition, a task force of teachers representing many disciplines were released from their teaching for one year to see the program through the first implementation phase.

Inservice Training

Prior to the first year of implementation, approximately 80% of the teachers in the pilot schools took part in a one-week summer workshop. In addition to this, three to four "inservice days" were held during the school year. At the secondary level, teachers periodically spent half-days involved in additional training, while a three-day technology session was conducted during the school year for elementary school teachers.

Physical Resources

A career education resource center was installed at the high school to provide space for offices, storage and production of materials, while the mobile technology centers at the elementary school level provide students with basic tools that were previously unavailable to them. Aside from these new resources, the program has been able to progress using the existing physical resources.

Community Resources

The Health Occupations Program and the Cooperative Occupations Program have allowed students greater utilization of community resources than existed prior to the pilot program. The traditional work-study programs continued to operate in the secondary school with many employers offering full-time jobs after graduation to students who worked on a part-time basis for them during the school year.

Resource people have come into the schools to expand the students' awareness of the world of work, and parents have served as both resource people and aides. The lay advisory groups in varous areas of business and industry have provided valuable assistance to the program. The P.T.A. has shown a highly favorable response to the program, emphasizing their commitment by contributing money to help pay for the mobile technology centers.

Financial Plans

The year-to-year funding procedure makes it difficult to speculate about long-term financial support. The program has received additional funds for expansion during the 1972-73 school year, and all indications point to a strong financial commitment.

PROGRAM-COMMUNITY INTERACTION

Prior to the implementation of the program, a survey was taken of the job opportunities in the area. A listing of potential employers is updated on a continuing basis and made available to students.

Potential employers may test and interview students in the schools; through an annual career night, students and future employers come face to face.

Newspaper coverage of the program has been adequate, with the newspapers being quite cooperative with members of the program staff. The lay advisory groups also serve to keep open the channels of communication between the school and the community.

EVALUATION

A third-party product evaluation has been conducted. Data has been gathered on the number of programs, schools, grades, teachers and students in the Elementary Component and the Work Oriented Component. In the latter component, it was observed that the program has had a beneficial effect upon the participating students school attendance and achievement in English, math, social studies and science. Plans for a formative process evaluation have also been made. The plan for the evaluation stated that an evaluation committee would visit each project school and discuss their responses to an evaluation form completed at a time prior to the visit.

CONTACT PERSON AND VISITATION TIMES

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Visitation times:

Please contact Mrs. Pumphrey
at least two weeks in advance

CERES UNIFIED SCHOOL DISTRICT
Ceres, California

Documentation of Career Education Program

Site Team

William G. Loomis, Leader
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Mollie W. Shook

INTRODUCTION

The Ceres Unified School District is located in Stanislaus County, in the San Joaquin Valley, California. The district enrolls approximately 4,300 students drawn from a rural town-community of about 20,000 persons. The district is composed of one senior high school (9-12), a continuation high school (9-12 ungraded), one junior high school (7-8), five elementary schools (K-6), and a school for the deaf and hard of hearing.

The concept of a career education program originated in 1969 when the Board of Trustees of the district authorized the development of a statement of educational philosophy which was created by the community at large. This statement indicated a need to make education more relevant to the district's population. The development of a plan to meet these needs was outlined in detail in 1970.

Within the next three-year period, it is the aim of the district to provide an operational model for career education. It is designed as a complete K-14 planned effort, not merely a collection of fragmented components or activities superimposed upon the existing educational structure. Formal action by the school board and district personnel commits this school system to a complete restructuring of the educational program to assure success of the project. The outcomes of such efforts are designed to provide each student, upon leaving the school system, a salable skill, and/or a readiness to enter college or advanced training. Included are provisions for increasing educational and career opportunities for each student, as well as basing the student's time in school more upon performance rather than the usual required hours of attendance.

Although the educational program at Ceres is not yet underway, Ceres was chosen for inclusion in this series of reports on exemplary programs of Career Education because of the exemplary nature of the planning which went into the program's development. Ceres offers to other school systems in the nation an example of the type of planning which is most likely to result in a successful project. The planning included data collection from various sources, faculty self-assessment, and the exploration of alternative strategies. Involved in the planning were people from within the school system, outside consultants, and representatives from a broad spectrum of the local community. The planning process itself took several years for completion beginning in 1969 and culminating in early 1972 with the submission of a proposal for funding to the U. S. Office of Education. The project has subsequently been funded and will begin operation during 1972.

GOALS AND OBJECTIVES

The new school program, according to district personnel, will reflect, in each new or traditional school activity or purpose, an orientation toward occupational awareness. Each school function will be so structured as to define and develop attitudes and self-concept, and provide both the general background and eventually the specific information directly related to the developing career projection plan of each student. The problem to be solved is the inadequate preparation of the student for the every-day work world in which he will take a role. This program is designed to meet that problem with a comprehensive school experience which is both motivated by and directed toward the requirements of that role.

The district, in written statements, has made a strong commitment to provide equality of educational opportunity, especially as it relates to career education. Evidence is presented to confirm this commitment in the comprehensive needs assessment which has been in process in the district during the last three to five years, and in turn is reflected in the present career education project which will maximize the use of local funds as well as outside resources available for this purpose. The diagnostic/prescriptive approach being used in the schools of the district to improve math and reading skills and the proven worth of the modular scheduling program at the high school--which includes provisions for individualized instruction, choice of learning activities, large and small class size, team teaching, and emphasis on counseling--offer other evidence of the commitment and experience of the district in providing for equality and equal opportunity.

This project is scheduled to begin as a major effort in August, 1972. It has not, therefore, been practical to provide for significant reviews and reassessment of the mission, goals, and objectives which have been developed and refined since 1969. However, provisions have been made in the program for continuous internal and periodic external evaluations as the project progresses over a three-year period. In the meantime, the administration reports that each school in the district is continuously involved in measuring its own mission, goals, and objectives--and to the extent feasible, aligning such efforts with the proposed educational programs.

The objectives of the educational program at each grade level include both process objectives, which refer to programmatic changes, and product objectives, which refer to changes in behavior of the personnel in the total school system. The objectives by grade level will not be described here, however, the overall goals and objectives of the project have been identified as follows:

Goals of the Project

a. Restructure existing curriculum to provide individualized learning motivation for each K-14 student through the direct relation of presented material to emerging occupational interest.

b. Develop and maintain from K through 14 student attitudes toward work which will contribute positively toward student effort and achievement while in school and provide a specific goal for each student as a rationale for completion of the educational program.

c. Provide students with a comprehensive background of occupational information and interest to establish the broadest possible base of occupational selection in an uncertain work market.

d. Improve and expand existing occupational information and guidance services to provide an immediate access to such services by staff and student at the time when interest and educational activity coincide and mutually reinforce each other.

e. Establish a comprehensive, articulated curriculum from K-14 that builds from attitude to general interest, to specific interest, to on-the-job experience and training, to placement in the student's chosen occupation upon graduation from the 12th or 14th grade, or before if the student's situation warrants.

f. Involve the community in every phase of program planning, development and implementation, with particular emphasis on local people as work information resources. Make maximum use of advisory boards, community organizations and individuals in informational programming, work experience programming, and placement procedures. Provide referral information to parents of participating students and other adults for continuing their own education and upgrading of occupational skills.

g. Coordinate all community and surrounding area resources into the comprehensive curriculum effort. Articulate with the Yosemite Junior College District, other county schools, the Stanislaus County Schools Office, Stanislaus State College, the California State Department of Education, and any other agency or organization having a potential program input.

h. Provide individualized pupil activities designed to stimulate early self-awareness, knowledge of the world of work and careers, exploration of occupations, specific skill training, practice and placement.

Objectives of the Project

a. Select and prepare individualized instructional materials for students to create early student self-awareness and self-appraisal.

b. Select and prepare instructional materials that will develop early pupil knolwedge of work and careers.

c. Develop individualized career plans for each student utilizing products developed in (a) and (b) combined with counseling and guidance, including selection of career clusters.

d. Provide field trip, reading, research, resource person, and other assignments that enhance exploration of careers and occupations.

e. Provide placement service for eligible students, graduates, and community members, coordinated with other public and private placement services.

f. Train all counselors in career guidance functions.

g. Provide year-round career counseling and guidance services for all students.

h. Provide systematic, sequential counseling and guidance services for each student, including large group, small group, and individual service, with small group service beginning no later than fourth grade and individual service beginning no later than seventh grade.

i. Include parents of participating students in counseling and guidance activities no later than the time of selection of career clusters.

j. Recognize and reward student community service and exploratory work experience by granting credit toward graduation.

k. Develop freer access to a wide array of experiences by removal of prerequisites and tracking.

l. Motivate students through successful experiences; no failures will be permitted, only differing degrees of success.

m. Structure learning experiences for reinforcement and maintenance of skills by a sequence of activities including motivation, exposition, discussion, and participation in workshop or laboratory.

n. Provide tutorial or other specialized instructional services depending upon the needs of each student.

o. Provide each instructional career cluster with the curriculum function, production, and service.

p. Conduct continuous follow-up studies of every student upon leaving or graduation.

q. Base progress and advancement of students upon evidence of achievement, not upon age or time spent under instruction.

r. Arrange cooperative exchange of students with other school systems.

s. Contract appropriate activities, projects, services, with business, industry, other institutions, or individuals.

t. Provide leadership, guides, resources, time, and opportunity to teachers for planning and development of individualized educational experiences for students.

u. Make provision for students to carry out activities and projects individually and in teams or other groups, both on campus and off campus.

v. Provide planning and supervision for students according to individual and/or group needs.

w. Emphasize responsibility of teachers to provide the primary source of help to students who need help.

x. Hold students accountable for time spent and the quality and quantity of completed work.

y. Apply the standards of accuracy, efficiency, and productivity of the world of work to the evaluation of student activities by teachers.

Although this list of goals and objectives does not represent the total goals and objectives of the program, it is representative of the overall program goals and objectives.

EDUCATIONAL PROGRAM

The educational program being proposed for Ceres has been developed on a strong foundation in both the educational literature and a thorough assessment of the area's needs. The needs' assessment included an extensive survey of data from various sources, including a follow-up study of students who exited the high schools in the entire Stanislaus County area. When the assessment revealed a strong need for additional vocational training in the area, Career Education was settled upon as the appropriate means of providing for this need. Preparation of the proposal for the program entailed a broad review of educational literature relating to Career Education, curriculum development, educational psychology, guidance and evaluation.

Since the program had not begun at the time of its selection for inclusion in this report series, it is not possible to provide a detailed description of the actual educational program. The material presented in this section has been abstracted from the project proposal and represents a description of the program's intent.

The Ceres Career Education Program will operate at all grade levels from kindergarten through grade 14 in a cooperative effort with Modesto Junior College. At the elementary level, the intent is to build a foundation for later segments of the program by assisting the student to form attitudes about the world of work. This will include attention to the dignity of work, its purpose, the personal satisfaction of work, and the relationship between self and work. In the middle grades, attention will be directed toward career exploration. Students will explore occupational clusters in an attempt to learn to evaluate their own interests, abilities, values and needs as they relate to various occupational roles. By the ninth and tenth grades, students will be introduced to one or more occupational clusters in depth in an effort to provide the beginnings of training leading to entry level skills. Through the guidance and counseling program, these students will also be provided a rational foundation for the selection of options for occupational specialization. Grades eleven and twelve will provide intensive preparation for a specific occupation, and/or a selected occupational cluster, and/or further education.

In order to provide these experiences at the specified levels, the Ceres program will make use of a variety of elements. At present, the proposed program contains nine elements: orientation, exploration, interdisciplinary education, career curriculum, intensive short-term specialized courses, outreach, job placement and follow-through, guidance and counseling, and education of handicapped youth. The orientation, exploration, and interdisciplinary elements of the program are designed to reach all students in the program in grades kindergarten through 14. At the elementary level, this will be achieved through the World of Work curriculum and in the later grades through one-year exploratory courses, mini-exploratory courses of one quarter in length, career decision-making and planning courses, and career curricula. The career curriculum element will begin in grade 10 and continue through grade 14. This curriculum dovetails academic and career subjects into a relationship which is intended to provide the student with the manipulative, attitudinal, and mental preparation necessary to enter and maintain employment in a specific occupational field. All students in the school system at the secondary level will be enrolled in a career curriculum for a length of time depending on the student's own needs and objectives. At the secondary level, these career curricula will focus broadly on career clusters. However, at the postsecondary level they will narrow their focus to specific careers such as nursing, carpentry, and automotive mechanics.

The intensive short-term specialized courses have been designed into the program in order to satisfy the needs of students who plan to drop out of school. This element of the program allows the student the opportunity to acquire job-skill preparation in a single occupation in which there is employment demand. The regular program of study would be completely modified for students taking these courses and the preparation would be designed to take less than one year.

The outreach element is designed to seek out unemployed youth and adults to return them to either an appropriate learning situation or to part-time training and related employment. The outreach element would function at the secondary, postsecondary or adult level. An outreach counselor would be responsible for making the necessary contacts either personally or through public and private agencies to effect the return of these individuals to the learning environment.

Job placement and follow-through would take place in the Ceres program at any level of education at which the student exits from the school for entrance into work. This element would assist each individual who leaves school to obtain a full-time job and then monitor his progress on the job until the student has either received a salary increase or advancement in his job. Responsibility for this function would be assigned to either a counselor or a job placement specialist who is a member of the guidance team.

The guidance and counseling element will operate throughout the total program at all grade levels. The function of this element is to help the students understand the meaning of their career experiences, assist them at major decision-making points, and help prescribe their educational treatment. Counselors will provide assistance to teachers by acting as resource consultants in integrating career-oriented materials into the curriculum at every grade level. At the secondary level and beyond, counselors will help coordinate educational and job placement, provide educational and vocational counseling, and arrange for whatever supportive assistance is necessary for the student.

The final element in the program is directed toward the needs of physically and emotionally handicapped youth. The Division of Special Education of the State of California is assisting the Ceres Unified School District in the development of this element which will be designed to interface with the Career Education Program.

ADMINISTRATION

Under the leadership of the district superintendent and his staff, a community-wide committee developed the statement of philosophy which ultimately committed the district to the proposed plan of action. The Board of Trustees of the Ceres Unified School District has been in continuous touch with this development during the last 5-6 years. The Board authorized the superintendent on March 18, 1971, to develop a formal design for a career education concept for the district for review and decision purposes. By February 17, 1972, plans had been developed and approved by the Board to the extent that it formally authorized the district to accept federal and state funds which would permit implementation of select phases of the project. The Board has also authorized an increase in tax rate to support a regional occupational program which is designed as an integral component of the overall career education program.

The district superintendent and his key staff will devote a substantial portion of their time to managing and supporting the development of this operational model of career education since it will become the educational program of the district. To assure the success of this model which will extend through the 13th and 14th year of Modesto Junior College, the Ceres District has developed a new administrative organization. This new structure will be characterized by (1) provisions for expeditious operational decisions, (2) prompt assignment of necessary staff, (3) project decisions being made at various levels of responsibility, (4) primary responsibility for the project assigned to a systems-wide coordinator,

(5) existing staff held accountable for appropriate project support, (6) budget practices responsive to needs, (7) resources expedited in keeping with project requirements, and (8) establishment of direct operational lines of authority from overall project coordinator to the staff of each school unit.

Provisions are being made to maintain a maximum thrust directly from the project coordinator to the faculty and students on all appropriate project activities. Frequent meetings will be held with the district superintendent and the project coordinator to develop project strategies. An action-oriented team made up of building administrators will comprise a task force to work with the project coordinator to facilitate all aspects of the project.

This career education model is to be administered around an occupational cluster concept from K-14. Each cluster will have as an integral part of its structure an advisory committee representative of the occupational area and the community. The unifying and expediting force for each cluster will be an educator with experience and training in this assigned cluster who will be known as a cluster conductor. The Board will appoint an overall advisory council made up of representatives from the advisory committee of each cluster and others in the community. This council will provide input on the instructional program and liaison between the district and potential employers.

For project purposes an administrative jointure will be effected between the Ceres District and the Modesto Junior College in order to assure program articulation and advanced placement of high school students. Evidence was provided to confirm this cooperative effort which includes provisions for some 65 Ceres High School students to attend classes at the college during fiscal year 1972.

The district presently plans to implement this career education model to the extent possible with its own resources. This includes up to ten days of inservice training annually as a minimum for all staff. Limited funds are also budgeted in the district to supplement the resources being requested from federal and state sources. The major effort to develop this model is projected over the three-year period beginning in June 1972. However, further implementation and evaluation is being planned over an eight-year span.

In order to ascertain the extent of attainment of the mission, goals, and objectives of this project, the district plans to use standardized and locally developed measurement instruments. Student follow-up studies are currently used and will be continued. An independent evaluation firm will be retained while the project is under way to measure the effectiveness of the various components of the program and the extent that goals and objectives are being realized.

PROGRAM RESOURCES

Personnel required for the project include one general coordinator who will be responsible for the overall supervision and direction of the project. Also, the project will include:

a. One special coordinator responsible for curriculum development, staff supervision, cluster planning, and supervision of guidance activities.

b. One special coordinator of vocational education.

c. One career counselor.

d. One special coordinator of work experience.

e. One media-materials specialist.

f. One "cluster conductor" in each of the proposed cluster areas--health occupations, business occupations, agribusiness occupations.

These additional personnel will be structured into the ongoing organization so as to continually interface with each cluster-conductor coordinator as well as the regular school staff.

Outside consultants as well as members of the present staff will be employed to develop curricular and progam materials. This will be done by extending staff time during the regular school year and also during the summer period.

Inservice training is being planned to provide for the competencies needed to implement the program. This will include the development of "need-to-know" skills in the use of individualized learning activities, planning/developing/using instructional units involving career clusters, effectively using para-professional services, evaluating student work as it relates to career-cluster requirements, and effectively using community resources in the learning process.

Special physical resources to be used include additional transportation services for field trips, fund raising campaigns by students to assist in the support of a sixth-year outdoor education program and expanded use of audio-visual equipment. Some additional instructional equipment will also be acquired through the Federal Excess Properties Program.

Community involvement is being increased through the use of special ad hoc task forces. In addition, plans are being made to provide enrichment programs which will include adult education programs for parents.

Short- and long-range plans for continuing and expanding the career education program include the continued use of vocational resources from the local and regional facilities, the utilization of the State Human Resource Development Department in liaison with the Regional Occupational Program, and the further coordinating of work-experience programs between school and community resources. Initial implementation of the program will primarily be provided for by the use of special state and federal funds. The district anticipates additional federal and state funds for the full implementation of the program over the next three years.

PROGRAM-COMMUNITY INTERACTION

The primary channels of communications being used to facilitate community interaction with the proposed project to date have included extensive personal effort by the district superintendent, newsletters to parents, district informational releases to the news media, parent-teacher-student conferences and activities by the faculty and various administrators, and home-visitation programs. Special aides will be used for the purpose of interpreting instructional programs to the community on an informal basis. Small group meetings at each school with parents and staff which will include brainstorming sessions, when appropriate, are being planned with an ever-increasing tempo as program activities accelerate.

This project, as planned, will be linked to various sections of the community through an extensive expansion of work experience programs and the further development of youth groups such as the FFA. The plan also provides for the establishment of an area-wide advisory committee, a cluster advisory council, with appropriate subcommittees, the use of volunteer parents as clerical help, and instructional aides

Parents, civic organizations, business and industry, and other community groups will be involved in reviewing the goals and objectives of the program.

Some unique features employed at present to facilitate and maintain program and community interaction include the use of community aides to bring volunteers into classroom activities and the arrangements being made to release teachers for home visitation. Plans are under way to invite parents into staff-planning sessions and to provide them with an opportunity to meet outside consultants and to in turn make input regarding various aspects of career education programs. Progress reports of activities under way, or being planned, are being sent to parents from the school(s) in their service area.

EVALUATION

A comprehensive evaluation of the Ceres Career Education Program has been adopted. The evaluation is to proceed at both the process and product levels. At the process level, efforts will be made to document all project activities related to the desired processes; to present this documentation to experts for evaluation; to catalogue the responses of these experts, and finally to communicate these catalogued responses to the decision maker involved in the Ceres Career Education Program.

The product evaluation will consist of comparing the expected results, as stated in the product objectives, with the observed results. Product objectives will be assessed in a variety of manners depending upon the nature of the objective. The increases in the various qualities will be evaluated by a pretest, posttest paradigm with a heavy reliance on sophisticated statistical techniques including multivariate analysis.

At the time of this writing, the evaluation was just underway. Consequently, no information is available in the actual evaluation methods employed and any conclusions about the areas of success.

CONTACT PERSON AND VISITATION TIMES

Contact person:

Dr. M. Robert Adkison
Superintendent
Ceres Unified School District
P. O. Box 307
6th & Lawrence Streets
Ceres, California 95307
(209) 537-4751

Visitation times:

Wednesdays
Please contact Dr. Adkison
at least two weeks in advance

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X. PROJECT BUDGET

Title of Project: Career Education Responsive to Every Student: A K-14 Operational in Career Education
Name of Project Director: Dr. M. Robert Adkinson. Applicant Organization: Ceres Unified School District
Proposed Beginning and Ending Dates: June 1, 1972 to May 30, 1975

CATEGORY	FIRST TWELVE MONTHS			SECOND TWELVE MONTHS			THIRD TWELVE MONTHS			TOTAL (ALL YEARS)		
Direct Cost	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
A. Personnel												
1. Coordinator, Career Education Project 12 months, @ $1,450.	7,400.00	10,000.00		7,400.00	10,000.00		7,400.00	10,000.00		22,200.00	30,000.00	
2. Media and Materials' Specialist-Public Information 12 months @ $1,350.	6,200.00	10,000.00		6,200.00	10,000.00		6,200.00	10,000.00		18,600.00	30,000.00	
3. Career Counselor - 12 months @ $1,350.	8,100.00	8,100.00		8,100.00	8,100.00		8,100.00	8,100.00		24,300.00	24,300.00	
4. Vocational Education Coordinator 12 months @ $1,350.			16,200.00			16,200.00			16,200.00			48,600.0
5. Work Experience Coordinator, 12 months @ $1,350.	8,100.00		8,100.00	8,100.00		8,100.00	8,100.00		8,100.00	24,300.0		24,300.0
6. Consultant Time 7 x 10 days @ $100.	4,000.00		1,000.00	4,000.00		1,000.00	4,000.00		1,000.00	12,000.00		3,000.0
7. Cluster Staff Extended Year (210 staff @ $960.)	57,600.00			59,520.00			59,520.00			176,640.00		
8. Clerk Typist (5) 12 months @ $500.	30,000.00			30,000.00			30,000.00			90,000.00		
9. Media Production Technician, 12 months @ $500.	6,000.00			6,000.00			6,000.00			18,000.00		

Project Budget (continued)

CATEGORY	FIRST TWELVE MONTHS			SECOND TWELVE MONTHS			THIRD TWELVE MONTHS			TOTAL (ALL YEARS)		
	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
10. Evaluation, Including Consultation, Staff in-service, end of year report	6,000.00			5,000.00			5,000.00			16,000.00		
11. Total Staff In-Service			20,550.00			10,300.00			5,500.00			36,350.00
12. Part-time typing, printing and technical services to guidance and career clusters, counselor aides, teacher aides.	6,500.00			7,000.00			7,000.00			20,500.00		
B. Employee Benefits,												
Certificated at 8%	4,632.00			4,632.00			4,632.00			13,896.00		
Classified at 15%	6,075.00			6,075.00			6,075.00			18,225.00		
C. Travel, Project Coordinator, Cluster Coordinators, selected staff and consultants. Commercial Air Auto., 10¢ per mile, 9,000 miles per diem $22.00 per day, 50 days	3,500.00		1,200.00	3,500.00		1,200.00	3,500.00		1,200.00	10,500.00		3,600.00
D. Supplies and Materials	4,623.00			3,811.00			3,061.00			11,495.00		
E. Communications - postage, telephone	1,000.00		1,200.00	1,000.00		1,200.00	1,000.00		1,200.00	3,000.00		3,600.00

Project Budget (continued)

CATEGORY	FIRST TWELVE MONTHS			SECOND TWELVE MONTHS			THIRD TWELVE MONTHS			TOTAL (ALL YEARS)		
	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
F. Services												
1. Duplication and Reproduction	400.00			400.00			400.00			1,200.00		
2. Statistical	200.00			200.00			200.00			600.00		
3. Testing	350.50			350.50			350.50			1,051.50		
4. Other	300.00			300.00			300.00			900.00		
G. Final Report Production							750.00			750.00		
H. Equipment - capital improvements and additions in laboratory equipment, desks, filing cabinets, duplicating equipment, and related production equipment.			25,000.00			15,000.00			12,000.00			52,000.0
I. Other Direct Costs												
Media Center Equipment Rental (MT/SC Typesetting System)		2,600.00			2,600.00			2,600.00			7,800.00	
Multilith 1250W (2)		2,400.00			2,400.00			2,400.00			7,200.00	
Davidson 11 x 17 press	2,057.00	562.50		2,049.00	562.50		2,049.00	562.50		6,155.00	1,687.00	
Clerical Stations Equipment Rental	1,600.00			1,000.00			1,000.00			3,600.00		
Office Spcae Rental		1,700.00			1,700.00			1,700.00			5,100.00	
J. Sub-total for Direct Costs	164,637.50	35,362.50	73,250.00	164,637.50	35,362.50	53,000.00	164,637.50	35,362.50	45,200.00	493,912.50	106,087.50	171,450.
Total Costs	164,637.50	35,362.50	73,250.00	164,637.50	35,362.50	53,000.00	164,637.50	35,362.50	45,200.00	493,912.50	106,087.50	171,450.

COBB COUNTY SCHOOL SYSTEM
Marietta, Georgia

Documentation of Career Education Program

Site Team

Gordon I. Swanson, Leader
B. E. Childers
Nelson Jack Edwards
Mollie W. Shook

INTRODUCTION

Cobb County, located in the metropolitan Atlanta area, has developed a comprehensive career education curriculum for students in grades 1 through 12. Among its many purposes are the following:

1. To stimulate student identification of career objectives.
2. To increase student knowledge of exploration skills.
3. To give the student more opportunities to work with others in a group situation.
4. To create opportunities for students to explore personal career objectives.

The Cobb County School System is divided into nine attendance areas, each composed of one senior high school, one or more middle schools, and several, usually four, elementary schools. The Cobb County Development Program of Occupational Education is located in the Sprayberry attendance area, which includes Sprayberry High School (grades 10-12), J. J. Daniell Junior High School (grades 7-9), and Mt. View, Blackwell, Elizabeth, and Bell's Ferry Elementary Schools (grades 1-6). This attendance area has an enrollment of 4,894 students, while the total enrollment in the Cobb County School System is 43,892.

The Sprayberry attendance area was selected for several reasons:

1. The Cobb County Vocational High School is located adjacent to Sprayberry High School. It provides facilities for the vocational offering in Cobb County. This school plays an important part in the project.
2. Each of the elementary principals in this area was receptive to innovations and change.
3. This attendance area was representative of a cross-section of Cobb County students. [(Cobb County Proposal for Exemplary Program).]

GOALS AND OBJECTIVES

The goals and objectives of the project were developed in the initial stages of the project and they have become the central focus for inservice programs for school faculty and for the instructional programs which are developing in the school. The school regards its goals as product goals. They are as follows:

1. The student will develop an awareness of the relationship between an individual's self-characteristics (interests, values, abilities, personality traits) and the appropriateness of various occupational areas.
2. The student will acquire an awareness of the occupational areas within the community, the characteristics and the contributions of each, and will extrapolate to build a frame of reference for occupational areas in the state and nation.
3. The student will acquire an awareness of educational avenues necessary and those available relative to a wide range of occupational areas.
4. The student will build upon this awareness of self-characteristics, occupational areas, educational avenues, and activity-oriented experiences, for an ability for decision-making.
5. The student will acquire an awareness of the psychological and sociological meanings of work, and during his school activities will express a positive attitude toward self, others, educational programs, and different types of work roles.
6. To provide a more meaningful and productive educational program with special emphasis on students identified as disadvantaged and/or handicapped.

Nineteen product objectives were developed to quantify goal achievement and facilitate the implementation of the program. The product objectives are:

1. To increase student (grades 5-12) knowledge of the educational requirements.
2. To increase student (grades 7-12) knowledge of the abilities required in different occupations.
3. To increase student (grades 7-9) knowledge of occupational areas.
4. To increase the positiveness of student (grades 6-12) attitudes toward themselves and others.
5. To increase the positiveness of student (grades 6-12), parent and teacher attitudes toward occupational education.
6. To increase student (grades 8-12) and teacher satisfaction with curriculum offerings.
7. To increase the percentage of students applying for and entering postsecondary education.
8. To increase the number of occupations students (grades 3-12) can list in one minute.
9. To increase the number of high school students enrolled in vocational education programs.
10. To decrease the absentee rate.
11. To increase the number of students (grades 10-12) in work experience.
12. To increase counselor involvement regarding contact with students about career decisions.
13. To increase counselor involvement regarding contact with teachers to fuse career-oriented activities and information in curriculum.
14. To increase parental involvement in the education process.
15. To increase the proportion of students (graduates and dropouts) leaving school with job entry-level skills.
16. To reduce grade failures.
17. To increase the percentage of students placed on jobs by the school.
18. To increase student academic achievement.
19. To reduce the dropout rate.

EDUCATIONAL PROGRAM

The intellectual base for the career education program of Cobb County holds to the concept that much of what is taught should provide realism in the learning experiences of students. Many students are becoming disillusioned by lack of realism in what has been going on in classrooms and between the pages of a textbook. Career education offers an alternative. Through an orderly process beginning in the first grade, children may be able to make decisions to move toward occupational education at the secondary level. By passing through elementary and middle school programs, these students are able to get there, not as rejects, but by choice.

During the second year of implementation (1971-72) the Cobb County Development Program of Occupational Education served approximately 3,000 students in the Sprayberry attendance area. At the elementary grade levels,forty-eight classes were involved, two classes from each of the six grades at each of the four elementary schools. The elementary schools in the project randomly assigned their students to classes within each grade level, thus the 1,440 students in the program classes can be considered representative samples of students from their respective schools.

The focus of the program at the elementary grade levels was to provide students with a base for mastering future career development tasks through simulated experiences, observations, discussions, and vicarious experiences.

Forty-eight teachers and four principals participated in the program at the elementary school level. Two career development specialists worked directly with the teachers to assist in the implementation, coordination, operation, and further development of the program. During the second year of implementation, a curriculum writer was added to the project staff at the elementary level to facilitate curriculum "unit" development. The two career development specialists and the curriculum writer were the only additional professional personnel hired at the elementary school level.

At the middle school level (grades 7-9), the focus of the program was on occupational orientation and exploration. One phase of the program was directed toward offering the student an opportunity to orient himself further to several broad occupational areas and to acquire a basis of understanding for future educational and occupational decision making. Another phase of the program attempted to provide students with an opportunity to explore a particular occupational area in greater depth.

The program at the middle school level involved the principal, thirty-five academic teachers, three counselors, a P.E.C.E. coordinator, (Program of Education and Career Exploration), three team coordinators, and one career development specialist. One thousand students participated in the program during the second year. The Human Services instructor and the career development specialist represent the only staff members added to the middle school level. Other team coordinators taught Industrial Arts, and Business and Distribution.

At the seventh grade level, twelve academic teachers, arranged in three teams of four each, used the unit approach with their students. The remaining group of teachers serve as a control team for the treatment group which implements one unit per nine-week grading period. In coordinating their team activities, each group selects one teacher to serve as the lead teacher in tying in subject matter while the others contribute support through their classes. Approximately 360 students were involved at this level.

The major thrust of the program at the eighth-grade level was the P.E.C.E. program. The P.E.C.E. program offered eighth-grade students an opportunity to explore occupations in one of six categories: service, business, organizational, expression of ideas, outdoors, and technology. The P.E.C.E. program was described as follows:

> After experiencing a work role, the student shares his observations with other students in small guidance groups where attention is focused on questions such as the following: How did I feel about myself while involved in the work role? What are other jobs in our society that might provide similar satisfaction? What are the different decisions one would have to make in order to enter a particular job? What value does the work role under question have economically as well as socially to society? What educational avenues could prepare one for a particular job? What are the difrerent psychological aspects to be realized in this job?

During the second year's implementation, 340 eighth-grade students completed the P.E.C.E. program. The few students who did not take part in the P.E.C.E. program were unable to do so because of scheduling conflicts, e.g., students enrolled in band could not enroll in the P.E.C.E. program.

All ninth-grade students were enrolled in either Industrial Arts, Human Services, Business and Distribution, Band or Art, with approximately 300 ninth-grade students taking courses in the first three areas. The focus of Human Services, Business and Distribution, and Industrial Arts is:

1. To provide appropriate opportunities for students to explore in greater depth those areas of interest for the purpose of enabling them to convert a generalized choice into a specific choice.

2. To provide the range of experiences and activities necessary to aid students in the clarification and further identification of an area so that a specific choice can be made.

3. To expose students to the content, tools, setttings, products, or services of a particular occupation through either direct experiences or through simulated experiences in pre-vocational areas as well as to the range of opportunities available in order to enbable students to further differentiate choices within the area.

4. The experiences provided during this level should be designed to further increase the student's understanding regarding the different dimensions of career development . . . for the purpose of assisting the student to gain more toward a particular vocational preference.

The three team coordinators at the middle school level worked in the areas of industrial arts, human services, and business and distribution. Their primary responsibilities were instructional; team coordinating activities were an addition to their teaching loads. Team coordinators were responsible for bi-weekly meetings with academic teachers and for leading in the development of plans and materials to be used by these teachers. The fifteen academic teachers and the three team coordinators would meet for one hour every two weeks. This time was used for interlocking the career development and academic curricula.

The focus of the program at the high school level is to assist the student in converting his vocational preference into reality. The program continues to be exploratory in nature at the tenth-grade level, but this is supplemented by specific preparatory experience in the eleventh and twelfth grades. Work experience programs, on-the-job training, courses leading to entry level job skills, job placement programs, career development counseling, and the development of academic-vocational units are all intended to prepare the students for employment and/or postsecondary education.

Twenty-seven people were responsible for implementing the program at the high school level. The personnel from the vocational high school included the principal, counselor, and five vocational instructors, while Sprayberry personnel consisted of the principal, counselor, three team coordinators, a work experience coordinator, two business education instructors, and twelve academic teachers. None of these positions required the hiring of additional personnel.

Approximately two hundred and fourteen high school students participated in the program during its implementation the second year; this number represents slightly more than one-fifth of Sprayberry's students.

At the secondary level, tenth-grade students at Sprayberry High School may choose a class in career exploration, a class in general business or those classes more specifically relevant to occupational goals in the professions, etc. The student choosing the career exploration class rotates through the six occupational areas of training offered by the Vocational Department at Sprayberry High School. There he is introduced to each of those occupations and, subsequently, to similar occupations and to the characteristics, skills, and educational steps pertinent to still a wider range of occupations at varying levels.

The student choosing the general business class is introduced to typing, bookkeeping, office practices and other such activities and, as in the Career Exploration Program, the relativeness of mathematics, English, science, and social studies but, in this case, to business occupations.

Those students pursuing occupational goals in the professions are choosing courses that facilitate preparation for attaining these goals. All students are exposed to the unit approach through their subject area clsses. As in the middle school, subject area concepts and skills are presented in such a way that they can be applied to individual career choices. This unit approach is continued through the eleventh and twelfth grade years.

For those students identified as potential dropouts there is a Program of Cooperative Vocational and Academic Education (C.V.A.E.) in addition to those activities previously mentioned. A C.V.A.E. coordinator meets one hour per day with such students to further strengthen the relationship of the various subject matters to each other, to the world of work, and to actual job situations in which these students are engaged. The coordinator works as a liaison between the community and the school in helping the students to obtain after-school employment and to relate that employment to their schooling.

At the eleventh grade level, based upon information and exploration as mentioned above, the student may choose to enroll in the Vocational Department of Sprayberry High for job-entry level preparation in drafting, electrical construction and maintenance, graphic arts, radio and television repair or sheetmetal and welding or he may choose any one of a number of cooperative programs such as Diversified Cooperative Training (D.C.T.), Vocational Office Training (V.O.T.), or Distributive Education (D.E.) or he may continue to choose those classes necessary to pursue an occupational goal in the professions.

At the twelfth grade level, the student may continue any one of those opportunities listed at the eleventh grade level and in addition he may choose the Senior Plan in which he attends the Marietta-Cobb Area Vocational Technical School for specific occupational preparation while graduating with his high school class.

At the secondary level, the emphasis is one of preparation for the next step through more specific occupational-skill preparation.

The guidance function is vital at all grade levels in the Cobb County Occupational and Career Development Program with special emphasis at the secondary level to provide every student with information about occupational choices as well as educational avenues. Culminating the guidance function at the secondary level is a Placement Program drawing upon a Placement Coordinator, Man-Power agencies, guidance counselors, business personnel departments and other community resources in helping each student exiting the school in making his next step whether that be employment, further training, or higher education.

The Job Placement Coordinator surveys the local business community for prospective placement opportunities. When positions become available, he notifies the proper work-study coordinators in the school and in some instances communicates this information to the student body via intercom.

Periodically, the Job Placement Coordinator requests reports of placements from work-study coordinators to be included in the school's total placement report.

Seniors who want assistance finding full-time, permanent employment after graduation may register with the Job Placement Coordinator.

Any student who wants assistance finding summer employment may register with the Job Placement Coordinator.

Counselors and the principal have been asked to refer student drop-outs to Job Placement Coordinator if they want employment help.

Records are kept of businesses contacted, employers' requests for student help, student applications for employment, student referals to employers, and students placed in work situations; approximately 145 students have been placed through the coordinator's efforts.

Unique features of the program include the Youth Museum dedicated to providing information about careers, units featuring career emphasis for subject areas, a plan for 100 percent county-wide implementation within two years, a job placement program for high school students, and a most comprehensive career curriculum development program.

ADMINISTRATION

The Board of Education in Cobb County is thoroughly aware of the career education program through the project reviews, staff assignments, and the community interaction stimulated by the program. The board of the county system has been alert to educational improvement of all kinds and they have been particularly responsive to the career education program.

The administrative support for the program reflects strong leadership. From this standpoint, Cobb County is an interesting and useful site to visit. Career education is an administrative line function having close monitoring from the superintendent, the associate superintendent for instruction, the supervisors, and principals. The career education personnel occupy a staff function whose director reports to the associate superintendent for instruction and whose work involves teachers, principals, supervisors, and the community as well as state and federal agencies. The career education personnel include a director, five career development specialists, and two curriculum writers.

Responsibilities for career education extend far beyond the responsibilities of the project staff. Teachers, students, and volunteer workers in the community carry much of the load. The responsibilities include curriculum development, the preparation of instructional units, and a wide range of activities leading to educational improvement.

Plans include an expansion of career education, an expansion of vocational education to accommodate the increasing number of occupational choices which are stimulated in the lower grades, and an elaborate system for evaluating the entire program.

Evaluation is oriented to the specific performance objectives of the program. In addition, the school is comparatively studying students who are involved in the program with students who are not, using such criteria as achievement scores, drop-out rate, absentee rate, attitudes, and knowledge of occupations and careers. In addition, the program personnel recognize that there may be a number of other consequences of career education not evident at present but which may be possible to include in evaluations at a later date.

PROGRAM RESOURCES

The personnel resources for career education have been discussed earlier in this report. The inservice training for career education has consisted of the following:

1. Kick-off meeting for all teachers, administrators, and staff.
2. Monthly pre-service meetings for all implementors through June, 1970.
3. Summer workshop for all administrators, teachers, and staff in August, 1970.
4. Continuous teacher/counselor contact with career development specialists at the elementary level in 1970-71.
5. Weekly meetings with teachers/counselors and project staff at middle and secondary levels in 1970-71.
6. Three inservice Saturdays for implementors at all levels in 1970-71.

The Cobb County system has not invested much in new permanent physical facilities for career education although other resources, particularly student and teacher improvised materials, are extensive. Community resource use is extensive. Field trips, mentioned elsewhere in this report, are used extensively. The youth museum, an $80,000 facility built by community contributions and staffed by volunteers, is devoted to career education and used extensively.

Financial plans for expansion have not been elaborated, but it is axiomatic that these will be essential.

PROGRAM-COMMUNITY INTERACTION

The Cobb County Program relies heavily on interaction with the community. Field trips, resource people, job placements, on-the-job training, and the County Youth Museum would not be possible without the support of the community.

The County Youth Museum offers a most unique opportunity for the students, as well as visitors of all ages, to become better acquainted with Cobb County--its origins, its current modes of living, and a chance to speculate about the future. The first exhibit, a history of transportation, opened in April, 1970. Located on property adjoining the Cheathan Hill section of Kennesaw Mountain Battlefield National Park, the museum's natural wooded setting encourages students to explore the various modes of transportation located on the grounds adjacent to the museum building.

Trained docents lead school tours during each school day. A volunteer staff is entirely responsible for maintaining the museum.

In September, 1971, the museum offered a new exhibit which closely correlated with the expanding interest in careers and occupations. Students are acquainted with Cobb County as it was a century ago and the immense number of changes that have since occurred in life styles and job opportunities.

An exhibit called "Careers in Cobb - A Century of Work" offers teachers and students many opportunities for relating math, science, language arts, etc., to various jobs available in the country. Many industries, businesses and individuals have contributed generously to make the Cobb County Youth Museum an outstanding community resource for the career education program.

While the Youth Museum is by far the most unique resource available to the program, many members of the community have contributed in other ways to assist the program. Time and material supplies have been donated by numerous community members to indidividual classes at the elementary levels, and parents have volunteered to do whatever they can to assist the program.

Finally, the news media has done an outstanding job of keeping the community informed of program activities. Newspaper coverage has been excellent, and radio and television stations have been most cooperative in keeping the community informed.

EVALUATION

A process and product evaluation of the Cobb County Developmental Program of Occupational Education has been developed and conducted by the National Center for Occupational Education at North Carolina State University. This evaluation involved two phases: (1) the development of a set of product objectives which were both congruent with the goals and capable of being measured, and (2) the measurement of observed processes and products and a comparison of them to the process and product objectives.

The process evaluation was based primarily on responses by a questionnaire process evaluation team. This process evaluation questionnaire focused on the extent to which administrators, principals, curriculum writers, teachers, counselors, and students have engaged in those activities considered necessary for the attainment of the product objectives. The product objectives which required measurements by tests or questionnaires were measured twice during the school year. The analyses of these objectives were performed by means of an analyses of variance factorial design which provided a measure of treatment, grade, and interaction effects. Five treatment groups were identified during the second year of the program. The identification of these five groups was based on the amount of time the students were involved in the program.

To measure the attainment of product objectives, data was collected on the knowledge of occupations (grades 3-12), attitudes toward self and others, parent and teacher attitudes toward occupational education, student and teacher attitudes toward their school's curriculum offerings, student applications for postsecondary education and parental involvement in the program. A number of questionnaires and tests were developed to obtain this data.

CONTACT PERSON AND VISITATION TIMES

Contact person: Mr. Joel Smith, Project Director
P. O. Drawer "R"
Marietta, Georgia 30060
(404) 422-0208

Visitation times: Please contact Mr. Smith
at least two weeks in advance

HELENA SCHOOL DISTRICT
Helena, Montana

Documentation of Career Education Program

Site Team

Eldon E. Ruff, Leader
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INTRODUCTION

Helena, the state capitol of Montana, is in the heart of the gold country and the center of the state's financial, political, civic, and social activity. It is the fifth largest city in the state, and more than 65% of the state's population and 90% of its payroll lies within a radius of 125 miles.

The Helena School District operates 16 schools, 11 elementary schools, three junior high schools and two high schools, with a total enrollment of 7,515 students. The Career Education Program is in the process of installation in all the schools in the system. The emphasis thus far has been placed on implementation at the elementary and middle grades levels, but the program has been in operation at all grade levels and is moving toward the involvement of all students in the system.

Prior to 1970, the emphasis on career education was limited, being restricted primarily to vocational programs at the high school level. Courses were offered in areas such as Business Education, Industrial Arts, Home Economics and Small Engine Repair. There was a growing dissatisfaction in both the community and the school system itself regarding the inability of the schools to provide relevant education for all the students within the system. With a strong emphasis on academic training, a significant number of students were leaving the system every year who were not going on to college and who had not been prepared for the working world. In this climate of dissatisfaction, the Assistant Superintendent for Vocational Education was instrumental in promoting the concept of career education as a means for providing relevant education for all students.

The concept of career education was met with favor, and arrangements were made with the State Department of Education to assist in the drafting of a proposal for a career education program. A research consultant from the Oregon Higher Education System was also hired to assist in drafting the proposal and to evaluate the program's progress. The proposal was submitted to the U. S. Office of Education and approved effective November 1, 1970.

GOALS AND OBJECTIVES

The district's philosophy reflects a commitment to the child as an individual. In the School Board's Policies, Rules and Regulations Handbook, the philosophical posture of the district is defined:

> . . . each person should be accepted into the educational program as he is, . . . he should be provided with a stimulating environment and opportunities for learning experiences, and be encouraged to develop to the extent of his maximum ability and desire; all of which are designed to promote behavioral development that will effect continuing satisfactory adjustment to life. . . .

While the philosophy reflects the concept of equal opportunity and individual dignity, there is no statement that the school is responsible for either career development or job proficiency. However, position papers are currently being prepared by all district principals that will serve to re-focus the district's philosophy. The extent to which the district's new philosophy will reflect the career education concepts is unknown at the time of writing.

The district's career education program design largely reflects the U.S.O.E. guidelines for preparation for Part D programs. However, the district did involve many agencies in the adaptation of the program to the district's need. Among them were the Helena School District, the State Office of the Superintendent of Public Instruction, Model Cities, the Helena Indian Alliance, the Montana State Advisory Council for Vocational Education and the Camps Coordinating Committee.

Five primary goals were selected by the district in conjunction with the aforementioned agencies. The goals of the program are:

1. Broadening occupational orientation of elementary, junior high and high school levels.

2. Broadening occupational aspirations and opportunities.

3. Systematic identification of work opportunities for youth at various levels.

4. Systematic training of youth for identified available jobs.

5. Placement of students in jobs on a part-time basis prior to high school graduation wherein the student has significant productive responsibilities and receives financial and academic credit rewards.

Following the identification of program goals, more specific objectives were developed. The specific objectives of this exemplary program are listed below and include projected time schedules for implementation.

1. To broaden occupational orientation at the elementary, junior high, and high school levels. (1970-1971)

2. To broaden occupational aspirations and opportunities for youths (including those who have academic, socioeconomic, or other handicaps). (1970-1971)

3. To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs, and promote implementation thereof. (1971-1972)

4. To identify and develop new opportunities for work experience and cooperative education in several occupational areas. (1970-1972)

5. To give more practical work experience to youth at various grade levels, and to have such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and recognition of educational values (of such work experience) by awarding formal credit. (1971-1972)

6. To achieve a more realistic picture of job opportunities and to utilize such information in training for employment. (1971-1972)

7. To develop employability of students. (1971-1972)

8. To develop the assumption of responsibility for placement of students at whatever level they leave the school system. (1971-1972)

9. To create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or drop out, or who are in postsecondary programs of vocational preparation. (1971-1972)

10. To make greater use of existing school facilities, especially during the summer months. (1971-1972)

11. To conduct inservice for District and other personnel to achieve the objectives of this proposal. (1971-continuous)

12. To bring general educators, vocational educators, State Department of Education staff, local school staff, teacher education staff, Model Cities staff, staff specifically concerned with the disadvantaged and handicapped, manpower agencies and others together in coordinated efforts to achieve the objectives of this proposal. (1971-continuous)

13. To improve the status, scope and image of vocational-technical education. (1971-continuous)

14. To design and consummate an objective and effective evaluation to be used for periodic modification of the project. (1971-continuous)

15. To plan and promote expansion of activities to other districts (including private schools). (1971-1972)

Planned and systematic reviews of the project objectives take place annually by teachers, counselors, principals, teacher trainees, State Department of Education personnel, State Advisory Council representatives, as well as selected members of the community. A rating scale has been developed to reflect the degree to which the various groups find the objectives desirable and the extent to which the objectives are being carried out. At the last annual review the objectives of the program were largely supported by the participating groups. Those objectives which did not receive substantial support are being examined carefully by the project staff.

EDUCATIONAL PROGRAM

Grades K-6

The intellectual base for career education at the elementary level is designed after the model from Cobb County, Georgia. This model is based on six points which include:

1. self-awareness;
2. the identification of job characteristics;
3. the identification of student characteristics;
4. the psychological aspects of work;
5. an educational awareness of work; and
6. the decision-making process.

Three elementary counselors have been responsible for helping teachers develop career education units. Three units have been constructed on the basis that they: (1) fit into the existing elementary curriculum and (2) increase career awareness among elementary children.

The nature of career education is such that most teachers have been partially involved in it without a conscious effort. Therefore, the career education units have, in some cases, expanded on activities already occurring in many elementary classrooms.

After teachers have selected a career unit, either through the encouragement of the counselors or on their own initiative, the "Next-Step" staff has become involved by setting up appropriate job-observation field trips, related to the unit, and by bringing selected community resource people into the classroom wherever possible.

Where appropriate, career units attempt to involve students in "hands-on" activities, or to expose them through their five senses, to different aspects of various careers. In addition, some group work with elementary classes has been conducted by counselors.

The effort of those teachers who first became involved in career education units has led to the involvement of a great percentage of the elementary staff who also want to expand their classroom beyond the four walls.

The program is in the process of developing evaluative measures for each career education unit and job-observation field trip. The Field Trip Guidelines form will be given to each teacher involved in a career unit. It will be revised as its use warrants.

Students will be asked to complete a written evaluation of each field trip to determine if the trip met their needs in terms of increasing career awareness.

As the program continues to increase in scope and content, more frequent evaluation will be made of the process of the various career activities. Evaluation, to date, has been limited because of more pressing demands in the early formation of the program.

Much subjective evaluation, especially teacher attitudes toward various career projects, has been helpful in determining which approaches are most appropriate in the various grade levels. While subjective evaluation will continue to be an important measure of program effectiveness, more and more objective evaluative measures will be used as the program develops.

The following features are unique and available to all the grade levels. Some of them, however, will apply to specific units in specific grades. This does not limit any grade level from using any of these features if desirable or applicable.

1. There are three trained elementary counselors for the eleven elementary schools. Two of these counselors service four schools with some fifty teachers each and the other counselor has three schools with some thirty-six teachers.

2. The eleven elementary schools have access to two buses from the Helena Vocational-Technical Center, one from the school district and one private bus contractor. The buses are usually available in most instances on a day's notice.

3. Beginning next term, all sixth graders will be allowed a day to spend with their parents in the world of work. The following day a report, regarding that child's day, will be given to the other members of the class.

4. Various grade levels have had a chance to get some "hands-on" learning experiences with various types of tools and equipment. The program is able to obtain these tools from the Vocational Center. Examples of such tools used include: hammers, miter boxes, levels, tape measures, screw drivers, leathers for welding, goggles, tongs, rods, etc.

5. All but one of the elementary schools are equipped with small kitchens which enable teachers of all grade levels to utilize this facility for units involving food services, food preparation, and food handling.

6. The Career Education Program has purchased a complete outfit of video tape equipment. The equipment enables school personnel to put on tape activities which can later be used for presentations as well as for documentation. The equipment also is used to give other classes a preview of specific highlights of a selected field trip or future field trips to be taken.

7. The project has hired a half-time media person to catalog curriculum and resource materials.

8. All of the units prepared up to this time have been correlated very closely with the texts being used by the district. This does not limit teachers to pursue other occupational areas. Teachers who have an idea completely foreign to the text are encouraged to pursue this area. The counselors try to provide as much material as available.

Grades 7-9

The junior high school program is relatively limited at the present time. The major component which has become operational this year is an occupational exploration unit incorporated into the 9th-grade social studies classes. The unit was devised around a concept described as mobile grouping. The mobile grouping experiment was initiated at Sunhaven School in April.

To implement the experiment, ten stations were set up with different activities going on at each station. Students were divided into ten groups with a leader selected for each group. Each group was assigned a starting station for the first day. A rotation system was devised so each group would visit a different station each day. The teachers moved from group to group throughout the period. Students spent one period (50 minutes) at each station. At the end of the first week, students were given an evaluative questionnaire to determine objectively their response to the week's activity. Verbal responses were solicited all during the week. Student reaction, both verbal and written, was very positive and highly favorable.

The purpose of this experiment was: (1) to evaluate various materials recently obtained for the program in terms of effectiveness and relevancy to students, (2) to give students a variety of experiences related to career education, (3) to determine the effectiveness of mobile grouping as a technique in career education, and (4) to give students meaningful activities which will aid them in making future decisions and plans.

In terms of achieving these objectives, all concerned with the experiment were extremely satisfied. It was found that: (1) most of the materials used were quite good (activities where there was a great amount of "doing" seemed to be most popular);(2) giving students a variety of experiences seems to excite student interest (many students indicated that the week was fun as well as educational);(3) mobile grouping can be an effective method for career education; and (4) students encountered many situations wherein they saw the importance of making preparation for the future. Students were exposed to information concerning the world of work that they perhaps had never before thought of or been concerned with. Nearly all class members felt the experience to be very worthwhile.

The mobile grouping experiment was also utilized at Helena Junior High. In both schools, the counselor worked with the teachers in organizing and carrying out the unit.

Other activities tried out at the junior high level this year are:

1. tours of the Vocational-Technical Center and Carrol College by 9th-grade students;
2. an eighth-grade social studies unit involving the students in interviewing people in the community regarding business practices and procedures;
3. installation of cluster charts showing occupations related to various school subjects in all subject area classrooms; and
4. releasing each 7th-grade student from school for a day to spend the day at work with his parent.

Grades 10-12

While a comprehensive plan to include occupational information and career development experiences in all senior high school subject areas is part of the special project, the early emphasis at the elementary school level makes achievement of most of the senior high objectives a matter for the future. Despite this, a substantial start has been made.

All senior high school teachers have been provided cluster charts showing occupations related to their particular discipline. These charts are on display in nearly all classrooms. Not only have they helped students see the relationship between specific subject areas and careers, they have given new insights to some teachers and a focus for their efforts.

The senior high school guidance counselors are well informed of the career education activities taking place in the elementary and junior high schools. They have also assisted with a special survey of high school seniors. Because the survey was administered during normally scheduled senior English classes, more than 90 percent of all seniors were included. The survey found that 66 percent of the seniors were working while attending school and attempted to determine any relationship between the job and the long-range career plans of individual students.

The guidance counselors administer DAT's to all 10th-grade students and the Strong Vocational Interest Inventory to all 11th-grade students. The counselors also have a substantial library of career materials suitable for student use but are handicapped by the overcrowding of the high school with no type of browsing room where students can use them. A number of films, tapes, and other materials are also on hand but their use is also limited by the crowded conditions.

Helena High School students are especially fortunate in that one of the state vocational-technical centers is directly across the street from their school. A number of programs from auto mechanics through data processing are available to them and many are being encouraged to enroll. These programs provide students with a skill level that makes them immediately employable.

During the next year, the counselors plan to identify students who have an interest in becoming teachers and find teachers at all levels interested in using them as student aides. It is expected that this program will be available for credit.

Of special concern to the school system and to the career education program is a special dropout project undertaken during the current year. One of the project's objectives is to "specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs, and promote" their implementation. The project is attempting to follow-up on the more than 100 students who have dropped out of school this year. Interviews with the students and with their parents are providing new insights into student adjustment problems that may result in a specifically designed dropout prevention effort or a program through which dropouts are helped in acquiring certain marketable skills. The schools are working closely with the Concentrated Employment Program (CEP) in this dropout program.

A new program to be launched during the 1972-73 school year will be directed toward disenchanted 10th-grade students identified as likely dropouts. The program combines the joint efforts of the Model Cities project, "Next Step," U. S. Forest Service, Bureau of Land Management, and the school district. The program will focus on "Outdoor Environmental Education" and will enroll 40 students selected by teachers and counselors. The plan will have these students "in the woods" for approximately 160 days of the school year. In addition to the broad range of specific outdoor experiences to be provided for all students, each will also have two experiences working in different predetermined occupational areas. This career experience with students working as geologists, entomologists, meteorologists, taxidermists, and in other such roles is a secondary program threaded through the entire series of outdoor activities.

ADMINISTRATION

The Career Education Program in Helena has the support and endorsement of the Board of Education which has assured the continuance of the demonstration program for a five-year time period even though the exemplary project grant will expire in three years. Further indication of personal interest in the program is evident in the involvement of board members in visitations to other career education programs. Also, a "position paper" regarding career education in the district is now being developed and is likely to be considered by the Board in the near future.

The program has the endorsement of the top administrative officers of the district--the superintendent and superintendent-designate. The project proposal and a major part of the program's conception came from the assistant superintendent who serves also as director of vocational education.

A director, assistant director, three elementary counselors, a coordinator,who at present is engaged in a study of dropouts, and a half-time media coordinator are responsible for the conduct of the program. They work closely with the building principals, other guidance counselors, teachers, advisory committees, and a broad range of individuals, businesses, institutions and agencies throughout the community.

Program guidance is provided by a 25-member Community Advisory Committee, the 12-building principals, and a team of 15-building teacher representatives. The project staff also meets together regularly for the purpose of reviewing the design and operation of the program and such changes of procedures as are needed.

The major emphasis during the first year of the program has been directed at the elementary school level. Plans are underway to substantially expand the junior high and senior high programs during the second and third year of the program. Favorable community action on a bond issue to provide a second high school will greatly facilitate program operation at the secondary level.

Since the outset of the program, there have been provisions for outside evaluation of the program. Base-line data were gathered with regard to school employees' and community members' perceptions of what ought to occur in career education. This evaluation will also attempt to determine the extent to which the goals and objectives of the program are being achieved.

PROGRAM RESOURCES

The regular school staff has been augmented by a number of personnel assigned specifically to the program. These include:

1. Project Supervisor
2. Assistant Project Supervisor
3. Three elementary school counselors
4. Cooperative coordinator
5. One half-time media specialist

These personnel have full responsibility in the career education project and work cooperatively with teachers and building principals.

The three elementary counselors in the "Next Step" Program are involved in inservice meetings with approximately 130 elementary teachers. The purpose of the current series of meetings is to discuss with teachers from each grade level the appropriateness of a variety of career education units. From these meetings will come a catalog of career units, resource people, and job observation field trips appropriate to each grade level.

The counselors have spent approximately 220 hours in individual meetings with teachers during February, March and April. During these meetings, discussions are held relative to on-going career units, job-observation field trips, resource people from the community, ideas for future career related units, and materials needed for "hands-on" experience common in the world of work.

A variety of materials and equipment have been made available through the project. The multi-media materials have been made available to teachers through a centralized resource center.

Financial resources have been made available through an Office of Education grant. The funding is for three years and the project is currently in its second year of operation. Funds will be available for one more year through the grant. It is hoped that the local school district will be able to continue the program through local funds after next year.

PROGRAM-COMMUNITY INTERACTION

A twenty-five member Community Advisory Committee has been established to serve as a sounding board for progress reports and for suggestions on how the program might be expanded and improved. Other advisory committees have been established for the project to serve as communication links between the schools and the community. In addition, there is a fifty-five member Community Evaluation Committee assigned the task of reviewing and documenting the progress of the project.

As one of its public services to the community, the Helena Kiwanis Club has developed a directory of resource people who are willing to visit the schools to share their special knowledge, talents, or interests. In addition, the community's hospitals, business establishments, governmental offices and agencies serve as the sites for many class field trips. The career emphasis of field trips has given an added purpose to field trips--for students, teachers, and those who are visited. The ready availability of school buses to meet teachers' desires for field trips is an asset to this type of activity.

The kind of close cooperation that exists throughout the community can perhaps best be illustrated by the Outdoor Environmental Education program to be instituted next school year. The Model Cities project has contributed $29,000 to assist with some of the program's need for additional funds. The U. S Forest Service is making available 3,200 acres of forest land for the program. Personnel from other federal and state land management, conservation, and wild-life agencies will assist the project as advisors and instructors. So will other teachers in the school system as their special abilities are needed.

Another special and valuable resource in the community is the state vocational-technical center. The location of this facility immediately across the street from the high school increases its potential to serve certain secondary school students as well as those who are postsecondary.

Career education seems to be in the process of becoming a rallying point in the community. Even in this capital city with all its diversity there is an enthusiasm among teachers and administrators, among businessmen and parents, and among everyone who has had contact with the program, that at last the schools are on the track--paying some attention to what young people will do and how they will prepare for a productive working life.

EVALUATION

A subcontract was made with the Center for Research and Development in Education Leadership (which is a part of the Teaching Research Division of the Oregon State System of Higher Education) to perform a third party evaluation. This evaluation was to consist of three phases.

(1) Self Analysis: Teachers, administrators and students were to be regularly given a questionnaire designed to evaluate the accomplishments of the program. The instrument (entitled Opinionnaire for Identifying Perceptions of Career Education) asks these persons to evaluate the desirability of the stated objectives of the program and whether or not they are being attained. The final sections of the questionnaire provides the respondent with an opportunity to list the strengths and weakness of the career education program in their schools and to make recommendations.

(2) Community Committee Reactions: A cross section of the community (including such elements as business, labor and agriculture) were asked to (a) study the questionnaire and the teachers', administrators', and students' responses to it; (b) confer with various persons in the program; (c) observe program activities; (d) make recommendations.

(3) Report and Recommendation: The third party evaluations were to summarize the evaluation and recommendations of those listed above, in their report. Also included in the report were to be suggestions on timing, costs and strategies for implementing the recommendations. The report was to be submitted to the Superintendent of the Helena School District and to the project director.

BUDGET

The following budget amount represents the funds allocated for the second year of the project in the amount of $112,702.00 plus the carry over funds from the first year of the project for a total of $174,485.00.

A.	Personnel and Benefits Staff includes: Project director, assistant project director, coordinator for dropouts, cooperative coordinator placement, media specialist, three elementary counselors, project secretary, and three interns as well as teacher release time.	$108,129.00
B.	Travel and Subsistence Includes: Consultants, project staff, advisory committee members, board of trustee members, and student field trips.	20,810.00
C.	Supplies, Materials, Communication, Services and Reports	29,947.00
D.	Equipment Includes: Single concept machines, reader printers and video tape	7,100.00
E.	Evaluation	8,499.00

CONTACT PERSON AND VISITATION TIMES

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HOLYOKE SCHOOL DISTRICT Re-1J
Holyoke, Colorado

Documentation of Career Education Program

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INTRODUCTION

Holyoke, Colorado, is a small community located in the northeast corner of the state. Bordering on the Nebraska wheatfields, Holyoke rests in a setting of rolling hills and fields dotted with grain elevators. The area around Holyoke is primarily devoted to ranching and farming and much of the town and its surroundings is engaged in agriculture or related industries. The availability of postsecondary education in the area is rather limited. Holyoke is 180 miles from Denver and over 100 miles from Greeley, the site of the University of Northern Colorado. There is not even a technical institute or community college within a convenient commuting distance from the town.

The Holyoke School District operates two schools, an elementary school containing grades kindergarten through eight and a high school. The total school population is 707 students with 463 of these in the elementary grades. There is a staff of 46 persons to serve these students. The Career Education Program currently in place in the Holyoke district is designed to encompass all the students in the system. At the present time, all students in the elementary school are involved in the Career Education Program and approximately one-third of the students at the high school level are involved,with a projected date of the end of the 1972-1973 school year fixed as the target date for total student involvement.

The genesis of the present program was in the community's own recognition of a need for a change in the traditional academic format of their school system to some program which would better serve the needs of all the youth in the community. Impetus for the specific plan for career education in Holyoke came from a workshop on career education held at the University of Northern Colorado which was attended by the superintendent and a group of staff members from Holyoke. In addition to the inputs from the workshop, assistance was obtained in planning from the State Department of Education in Colorado including such things as the results of a statewide vocational interest survey and the assistance of state department staff members in the preparation of the proposal.

GOALS AND OBJECTIVES

The overall philosophy of the school system demonstrates a commitment to the concepts underlying career education. Formal policy statements have recognized the school system's commitment to equality of educational opportunity as a part of the belief in the worth and dignity of the individual. They have also explicitly recognized the role of the school system in developing the knowledge, skills, attitudes and understanding essential to earning a living in modern society. Several excerpts from the school system's policy book make clear the extent of the commitment to career education concepts.

> It must be recognized that all educational forces are not found within the school. For this reason the school, the home, and the community work together, to effect the best possible educational experiences. The development, therefore, of close relationships with these agencies is a principle concern of the schools.
>
> The school is responsible for helping to guide youth into worthwhile vocations, developing manipulative and technical skills, acquiring general business knowledge, gaining understanding of civic and occupational rights and responsibilities, and building wholesome human relationships with the result that the individual may become self-supporting economically.

The specific mission of the career education program approved by the board states:

> The mission of Holyoke School District Re-IJ is to help each student to achieve the highest possible degree of enlightenment and competence which will contribute to a satisfactory and useful life in the world of work.
>
> To accomplish this mission the district shall provide an environment which stimulates each student to acquire those attitudes, habits, skills, and understandings necessary for his success in the world of work.

The initial proposal for the Career Education Program at Holyoke outlined a number of specific objectives which should be undertaken to accomplish the program's mission. The objectives were designed to be integrated into the school system at all levels, kindergarten through grade 12. In addition to stating the objectives, the initial proposal also outlined suggestions for their implementation. At present, ten specific objectives have been outlined:

To help each student to--

1. Develop a realistic and positive self-concept.
2. Develop an adequate and positive perception of others.
3. Develop proper work attitudes.
4. Understand the relationships of work to society.
5. Gain skill in career planning.
6. Acquire adequate occupational information.
7. Understand basic technology.
8. Begin occupational training.
9. Establish realistic primary and alternate goals.
10. Obtain job placement with follow-up measures.

EDUCATIONAL PROGRAM

The educational program for career education at Holyoke reflects the small, rural nature of the school system. With limited funds and a limited variety of local job opportunities for the students, the offerings the school system can make in the skill training areas are limited to agriculturally related courses and business. Outside of these areas there are neither the students nor the funds available to justify the organization of specialized technical courses. To circumvent this problem, the school system has elected to use the resources of the community to provide specialized on-the-job training for its students.

The Career Education Program is designed to provide different emphasis at varying grade levels. At the earliest levels, kindergarten through grade three, the emphasis is on the local community and work with the program aimed toward the formation of healthy attitudes toward work. In grades four through six, the program is expanded to explore the interrelationship between all communities and work. Grades seven and eight are devoted to developing a positive self-concept in the student and to assisting him in the tentative choice of an occupational direction. Finally, in the high school years the program aims at skills training, on-the-job training, and career selection.

The Elementary Program

The program at the elementary school level takes an activity-centered approach. Throughout the elementary grades, community resource people are involved as speakers and in organizing field trips. Students are guided in the development of career notebooks, and learn through participation in simulated work experiences in the classroom such as operating a grocery store.

In the elementary grades, students have been directed in the construction of posters showing various kinds of working people in the community. They also learn both academic and work concepts through the disassembly and reassembly of a bicycle and a power lawn mower. Through this activity the students were able to learn such things as the names of tools and their uses; the concept of fractions through the use of different sized tools; the concepts of gears, pulleys, bearings, and other basic mechanical components; and they also learned about cooperation by working in teams which had responsibility for various parts of the disassembly and reassembly functions.

In the sixth grade, activities included the study of the canning industry. In connection with the discussion of the industry, students made their own cans. They were responsible for cutting out the tin pieces from a pattern, soldering the pieces, and then testing the assembled can.

Eighth-grade students explored various careers by making movies of jobs and occupational areas in their community. In this, the student's activity actually serves as a resource for the program since the completed sound movies become an additional resource in the career library available to the school system.

The High School Program

The methods and activities being employed in the senior high school include career literature and audio-visual aids in a special career education library, some field trips to business and industry, exploratory work in clusters of occupations under industrial arts, home economics, business education, agriculture and a building trades teacher. Specialized vocational programs are offered in agriculture and business education. In the latter, junior and senior students work under supervision of the vocational education coordinator. All students receive grades on their work in the establishments where they work and where enough time is given to such experiences, receive school credit.

The school itself is also used as a station for on-the-job experience. Students are employed as teachers' aides and provide typing and clerical help in the offices. Of the 244 students currently enrolled in the high school, 210 will have had some on-the-job experience before the end of the 1972 school term.

The academic teachers at the high school level have evidenced cooperation in the program as well as the vocational education personnel. Many of the academic teachers have been active in finding ways to relate their subject matter to the students' on-the-job experiences.

Guidance and Placement

The guidance function has been well integrated into the program at Holyoke. At the senior high school level, the guidance counselor is also the overall director for the Career Education Program. This double position facilitates both the program's implementation and the integration of the guidance function. The counselor serves both the students and the teachers in the Holyoke system. For students, he provides guidance toward local job opportunities and counsels them regarding future educational possibilities; for teachers, he provides a resource person in methods and materials for operating the Career Education Program.

The elementary school counselor also serves as the World of Work coordinator for his school. He serves as a resource for both students and teachers and as the liaison between the school and the local community in developing community resources for use in the elementary school.

The placement effort within the Holyoke Career Education Program has been limited thus far, at least so far as a formal program is concerned. This function is partially filled by the on-the-job training segment of the program. Many students in this community will remain on the jobs they experienced and about 50% will seek further education in vocational or technical schools and college. Informal placement is carried out by the high school guidance counselor and the practical arts teachers, all of whom have good contacts in the community.

Program Features

There are several special features of the program at Holyoke which deserve mention. At the elementary level, such features as the school-produced movies, the lawn-mower project and can-making projects deserve mention. In addition to these, students also study the operation of knitting machines. Special high school features include flexible scheduling which allows for on-the-job experience while the students are in school; the opportunity for teachers to use their own initiative in planning program activities; and a child-care program organized for the summer which provides both work experience for students and a real service to parents in the community.

ADMINISTRATION

Strong administrative support in the Holyoke program is evidenced by (1) the active participation of school board and advisory board members; (2) by the participation of the superintendent, both building principals, the vocational director, as well as teachers and counselors, in a two-week workshop on career education at the University of Northern Colorado; (3) by the appointment of an overall World of Work coordinator, an elementary coordinator and a secondary coordinator; and (4) by the allocation of ample substitute-teacher funds so that teachers could be freed to visit other programs in operation, prepare curriculum materials, or carry out projects in conjunction with the World of Work program.

The goals and objectives for the career education program have been developed for the overall K-12 school program and have been approved by the faculty as a body. Within these guidelines each teacher has been free to develop learning activities which relate to his specific areas of teaching. Prior to implementation of activities, however, written proposals must be submitted to the program director. Each proposal must include: (1) proposed project, (2) purpose, (3) objectives to be implemented, (4) outline of project, and (5) costs.

The short-range plan of the program is to create an interest in career education among faculty, students, parents and the community at large, and to begin projects which will illustrate the concepts of career education. The long-range plan is to effectively integrate career education into all aspects of the school program at all levels.

PROGRAM RESOURCES

The career education program utilizes a wide range of personnel resources. Six occupational areas within the school have lay advisory committees. In addition, there is an overall lay advisory committee for all the occupational programs plus a lay advisory committee for the World of Work program. These committees include students. Great use is made of local personnel for resource speakers in the school and in their businesses and work experience supervision. Teacher aides and volunteers are used extensively throughout the school to assist in carrying out the program.

Inservice training has played an important role in initiating and moving the program forward. Many of the staff including superintendent, principals, counselors and teachers attended a two-week workshop at the University of Northern Colorado to develop the initial framework for the program Since that time, the entire staff has been involved in a one-day workshop at the University of Northern Colorado. School was dismissed for the day so that all the faculty and administration could attend. A pre-school workshop was held to emphasize career education and in monthly faculty meetings career education projects are discussed. In addition, the vocational advisory committee meets monthly for a breakfast meeting where career education is emphasized. Teachers are also released regularly to visit other programs in operation in the area.

Not a great deal of physical change has been necessary to implement the program. A career center was provided in one section of the library and a complete individual office area was constructed in one corner of the business education classroom. In addition, many classrooms have developed interest or activity centers within the classroom. The traditional straight rows of chairs does not exist in most classrooms and individualized learning activities are evident.

The current World of Work program is supported by both local money and through a small grant from the Division of Occupational Education and community colleges of the state. Evidence indicates that the program has enough local support that the activities will continue regardless of outside funding.

PROGRAM-COMMUNITY INTERACTION

The channels of communication used to facilitate interaction with the program include frequent articles in the local weekly newpaper, news notes on the program in the school paper, slide and tape presentations to community groups, resource persons invited to the school and advisory committees employed to advise on specialized programs. Some of these meet regularly, others on special call.

The school has a board of education vitally interested in this program, and a special advisory committee for career education has recently been appointed.

The school has held its first Annual Career Fair with extensive exhibits for parents and employers to view. It has observed Vocational Education Week with other displays, news articles and visits to business and industry.

The career education program is linked with other sectors of the community by a specially appointed advisory committee. Business and industrial establishments welcome students and staff members to visit their places to observe the work conducted in them. They also cooperate in the employment of the youth for on-the-job experience. Parents approve of their children participating in such activities as part of their school programs.

The role of parents, civic organizations, business and industry and other community groups has been mainly to give wholehearted support for this program. They cooperate with the superintendent and the school staff to see that the new goals and objectives are being attained. Hopefully, they will help evaluate the program and suggest improvements as it is further developed.

The special features employed in facilitating and maintaining the program and community interaction are (1) the large number of local citizens on the advisory board and subcommittee, (2) the large number of business and industry employers accepting students as learners in their establishments, (3) the unusual interest of surrounding communities who have heard about this program and are eager to visit it for ideas, (4) the unusual assessment of job opportunities by students in the form of making on-the-spot films and tapes, and (5) the positive outlook and anticipated commitment toward the containued development and expansion of the program on the part of the local superintendent and the board of education.

EVALUATION

The Holyoke schools used a World of Work questionnaire to evaluate some of the processes and products of their career education program. Holyoke K-12 staff members were asked to assess student interest, student support, parental reaction, community awareness and support, staff support ,administrative support and financial support. The staff reported that the project was strong in all areas except student benefit, community awareness and community support.

BUDGET

1971-72 expenses:

Salaries	$ 11,455
Equipment	1,493
Books and supplies	1,266
Field trips	330

(amounts rounded to the nearest dollar)

CONTACT PERSON AND VISITATION TIMES

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KERSHAW COUNTY SCHOOL DISTRICT
Camden, South Carolina

Documentation of Career Education Program

Site Team

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INTRODUCTION

Kershaw County, in the central part of the state, has a population of 37,000. Approximately 9,000 persons reside in Camden, the county seat; over 33,000 persons live within a 15-mile radius of the city.

A number of large industrial plants have been established in the Camden area in recent years, including textile plants, chemical companies, and garment factories. The average monthly manufacturing employment in the county exceeds 6,500 and the total manufacturing payroll exceeds $45 million annually.

The Kershaw County School District has 20 public schools with an enrollment of some 9,700 students. Twelve of the 20 schools are involved in career education activities, one primary school, four elementary schools, two middle schools, and five high schools. The largest school in the county is the Camden Senior High School with over 1,700 day students enrolled while the smallest is the Mt. Pisgah with a K-12 population around 200. The participating schools facilities are arranged in a radius of ten miles from Camden to serve approximately 75% of the student population. The adult population for the county includes over 8,000 persons with less than an eighth grade education. A unique state model "Comprehensive Adult School" provides occupationally relevant courses coupled with the usual adult basic education courses in a vocational center environment.

The activities in the career education program can be divided into career orientation, career development, career preparation and remedial activities. Prior to the funding of a Part D exemplary career education project in 1970, the county had an extensive vocational education program for secondary school students, as well as a number of vocationally-oriented special programs. The purpose of these programs was to prepare students for careers. The career development activities K-10, were primarily initiated after the Part D exemplary project was funded.

Expansion of the career development segment is planned to be extended to grades 9-10 for all students and in all schools. In addition, construction of 30,000 square feet of vocational job training space has recently been funded. Expansion of each level and component in the K-6 and the 7-8 levels would be made to include all teachers, including a physical education project in Camden, involving inservice training and expansion of a team-teaching program which is also using "Careers" as one of its components.

GOALS AND OBJECTIVES

A formal statement of the mission of career education in Kershaw County was prepared prior to the on-site visit. Included in this statement was the assertion that career education involves a comprehensive commitment to provide useful education across all levels in the school system. The program has applications in elementary, middle, senior and adult education, as well as special projects for handicapped individuals. To a great extent, the program appears well integrated into the total school curriculum and appears to be well accepted. Considerable effort has been expended to develop programs to include frequently ignored segments of the student population, such as the handicapped or disadvantaged. In fact, considerable resources have been invested in the latter areas and there is a great deal of pride in the resulting program.

A number of goals established for the programs include: development of student potential, shaping work attitudes, fostering effective self-understanding and human relations skills, and enhancing an information based understanding of the world of work; helping students acquire either marketable skills or those which will permit the student to obtain appropriate levels of higher education; up-dating old job skills for the individual not regularly in school; reducing dropout rates; providing special training for handicapped and disadvantaged individuals; providing vocational guidance and counseling; helping place graduates on appropriate jobs; and keeping career education programming in the county up to date and in line with changing economic conditions. Also, a number of specific objectives and activities were formulated for many of these goals. These objectives and activities are too detailed for inclusion in this publication, however, they have been published and are available through the school system.

The above goals are regularly and systematically assessed in a number of ways. For example, data exist regarding changes in the dropout rate since the program was initiated; research evidence indicating that significant grade placement increases occur (based on achievement test scores) also exists; also available is information collected regularly about the number of students choosing vocational courses, teacher evaluations of the program, student evaluations of the program and teacher effectiveness (collected annually). In addition, the director personally completes an evaluation checklist on the performance of all the key program personnel annually, and the coordinators do annual evaluations of their teacher personnel based on a minimum of two classroom observations per year. These data are fed back to program planners with an eye toward revising and shaping the program to keep it relevant, eliminating unneeded or unproductive aspects, and planning for the introduction of new and more desirable processes.

EDUCATIONAL PROGRAM

Grades One through Six

The career education program at the elementary level is supervised by a coordinator whose role is to provide leadership, concepts, and inservice training to teachers in the classroom. While no explicit theoretical rationale for the program exists, it does seem to operate on the basis of several assumptions:

1. Career education activities that grow out of existing curricular plans are most likely to be implemented effectively.
2. Teacher inputs are of fundamental importance.
3. The coordinator serves more as a consultant and resource person than as a director, though at times he actively stimulates program innovations.

A curricular guide for the elementary teachers have been developed which explicates goals and teaching methods. The goals are for the children to learn about the world of work, begin to explore major occupational clusters, begin to find their place in the world of work, and identify and shape their talents and abilities in order to start the task of preparing for finding employment. It is the plan that these goals will be accomplished as an integral part of the elementary curriculum; though currently, most activities concerning career development are segmented and scheduled as part of some curricular unit, the hope is that with time the segmentation will disappear and the relevance of the entire school program to career education will become evident.

The curricular model now in use suggests that at grade one emphasis be placed on transportation, agri-business, public services, health services, and fine arts; at grade two, on marine science, marketing, business and office occupations, communication, and health services; at grade three, on environmental control, personal services, consumer and homemaking activities, recreation, and manufacturing. Grades four, five, and six present a repeat at a more sophisticated level of the grades one, two, and three topics.

Teachers are enjoined to achieve certain specific objectives at each grade level. For example, in grade one teachers emphasize the notions that work satisfies many needs, is expected and valued by society, occupies an important place in an individual's life; that school develops behaviors and skills necessary for effectiveness in work, and people earn their living in a wide variety of ways. By the fifth grade, the teachers are supposed to show students the way geography influences career opportunities; how specialization operates; the role of science and technology in work; how one's occupation effects his life style; the way that job skills are differentially related to school subjects; how education and training can modify occupational choice; how self-knowledge concerning abilities, attitudes, values, interests, etc., effect career decision-making; and the responsibility each individual has to make choices. The objectives for each of the six grade levels seem to build effectively toward the next, leading the child toward the pre-vocational activities occuring in the middle school with some background in careers and the world of work which should make the pre-vocational activities more meaningful to him.

Grades Seven through Ten

The Pre-Vocational program actually starts in some middle schools at the 6th-grade level and continues through the 10th grade. Each student is rotated through "choice areas" in several 12-week periods each year. At least six areas are chosen and in some cases the student makes more choices. Qualified teacher aides have been added to the regular laboratory/shop staff to assist in safety, project controls, clerical, and performance activities. Industrial art shops, home economic laboratories, trade shops, and office education laboratories are used. In the 9th grade, the program moves seriously into the exploration stage including selection of certain pre-vocational courses and subjects. This phrase is primarily elective. Eighty percent of all students are exposed to pre-vocational programs between the 6-10th grade.

The Career Exploration program flows out of the Pre-Vocational efforts at the 9-10th grade level by curriculum choice and course choices within the student's flexible curriculum. Summer programs are actually operated at the area vocational center for 9th grade and 10th grade students.

The Vocational Interdisciplinary Program (VIP) has taken two directions under accepted counseling and evaluative conditions. The first VIP approach is found in Camden High School as a part of a team-teaching project. Each team develops career objectives within the usual subject disciplines. The team establishes which teacher can take which career. The climax of the project involves field trips which occurs after study and discussion. At the 9th and 10th grade levels, this may take place within existing shops if available, including trips to the area vocational center.

A more unique application of the VIP approach is found in a junior vocational center, which is located in a rural school, 7 miles from Camden, producing and incorporating pre-vocational experiences, Vocational Rehabilitation, and Special Education services. The home school, district health and psychological services, welfare consultants, and other agencies, plan the educational program with parents and the involved child. The child enters the Trades and Crafts (TAC) program in what is known as the "Junior TAC" level. The students range in age from 13-15. In addition to the pre-vocational area referred to earlier, students receive vocational training coupled with academic training. Only two teachers are used for each group of students: one vocational and the other academic, with the academic teacher qualified in Special Education. One-half day with each teacher is provided in such coordinated areas as masonry, home sewing, medical service specialist, metal and drawing specialist, mechanic specialist, home cooking, and food service specialist. The highest percentage of rehabilitation cases are found among these students.

Students may be moved at any time back into the "mainstream" of the regular school system and program, moved on to the "Senior TAC," or progress into other vocational preparation areas when the staff, including the home school principal, counselors and parents find achievement commensurate with the new program requirements.

A Pre-Vocational Summer Program, "Occupational Technology," is also available using a pre-vocational, work-study approach keyed primarily to disadvantaged students.

Although field trips are an integral part of the programs, and some work experience is provided for 14-15 year olds, almost all of the programs are geared to school campuses. The experience centered of all three programs is noteworthy, especially the TAC approach.

The expansion of the TAC program, the organization of the Junior Vocational School, and student request for enrollment came out of the 1970 evaluation. Although several pre-post testing situations are utilized, the final 1971 report indicated that the TAC program had a student achievement record of 2.0 grade level growth compared with expected growth of .2. In addition, whereas the county dropout rate for all students had been 51.1%, the TAC students only experienced a 1971 rate of 3.5%.

Efforts are being made to improve the guidance and placement services in the middle schools. Standard guidance services are being provided to regular students, with additional Special Education and Vocational Rehabilitation counseling and evaluation. The correlation with and integration of guidance into the Career program is being provided primarily by the Career coordinator.

Placement of students is a major activity of the area vocational center. A special project, "Operation: Job Impact," provides for a full-time student placement coordinator and a part-time industrial liaison person. Program placement is conducted through regular counselor activities for everyone, including identified EMR, handicapped, and disadvantaged students. The K-8 educational placement of these two services in Vocational Education and other educational activities is unique in this district.

Grades Eleven and Twelve

Kershaw County defines career education as a concept which encompasses many concepts of vocational education--career orientation in the elementary schools; pre-vocational and career exploration in the middle schools; preparatory and supplementary occupational training for adults; guidance and placement services; special vocational education for disadvantaged and handicapped students; job-skill training; guidance and placement; inservice training; and cooperative and work experience programs.

The goals of the career education program at grade 11 and 12 are to:

1. develop the student's individual potential, proper work attitudes, pride in work, proper safety habits, personal development, and understanding of proper relationships with fellow workers;
2. provide high school graduates with marketable job skills;
3. direct qualified students to college or postsecondary institutions for further training;
4. provide out-of-school youth and adults with continuous opportunity to develop and upgrade job skills;
5. motivate under-achieving students and reduce number of dropouts;
6. provide suitable training for handicapped and disadvantaged students;
7. provide vocational guidance and counseling to students and prospective students and assist them in determining the occupation for which they wish to be trained;
8. strengthen placement and follow-up activities; and
9. expand vocational offerings to new occupational fields.

Major emphasis on career education is centered around the ongoing job-skill training offered at the Kershaw County Vocational Center under the District Vocational Plan. This training is available to all students in the county's five high schools and to out-of-school youth. It is also available to adults. Students are transported from their home schools to the Center for three-hour-block training each day in such areas as: Aeronautics, Automotive Mechanics, Building Construction, Distributive Education (Cooperative), Technical Drafting and Design, Industrial Electricity, Electronics, Graphics Communications, Health Occupations, Industrial Sewing, and Office Occupations.

The Center, which was opened in 1968, has already expanded its facilities to a number of small buildings which house vocational shops and classrooms. These buildings were constructed entirely by students in the Center's vocational programs. A new wing now under construction will provide enlarged facilities for Industrial Technology, Food Service, Cosmetology, and related fields. During 1968-72, over 1,500 high school students pursued vocational programs at the Center.

Comprehensive Occupational Education is also offered in the county's high schools under the District Vocational Plan and includes such programs as vocational agriculture, consumer and home-making education, office occupations, and pre-vocational training. Almost 3,400 students were enrolled in these programs last year.

A variety of special programs have been instituted as components of the K-12 exemplary career education project since 1970. An intensive Training Component for 12th grade non-college bound students who have had no vocational skills training was conducted for the first time in the spring of 1972. A class of 13 students were trained in appliance repair; the training was conducted at the Sears Store since the Center did not have the necessary facilities and equipment for this training. It is anticipated that business and industry will cooperate with the schools in continuing inservice training if funds are not available for adequate training equipment and/or staff.

A Work Experience Component for Vocational and non-vocational students in the 12th grade provides part-time work experience, job-related training, and job placement assistance. Two coordinators work with the Center in carrying out this problem; 129 students were enrolled during 1971-72.

A Vocational Interdisciplinary Program (VIP) for disadvantaged and handicapped students uses team teaching to correlate job skills with mathematics, English, and science. At the present time, this program is limited to basic machine shop skills and both boys and girls are enrolled. The VIP program accommodated about 25 students during 1970-71.

A Student Placement and Follow-Up Component of the exemplary project is designed to assist high school students in finding part-time or full-time work and to assess the vocational effort through a follow-up analysis of graduates.

A number of OVE-funded special projects, as well as ESA and other funds, have enabled the county to provide additional and special types of career education opportunities for high school students. One is the summer pre-vocational Occupational Technology Program mentioned above; another is a Trades and Crafts Program (Senior TAC) for 16-18 year old disadvantaged and handicapped under-achievers, which provides individualized instruction in a job-skill environment through an interdisciplinary team-teaching approach. The Senior TAC program provides classroom instruction in social studies, English, and mathematics which is integrated with hands-on experience in small engine repair, clerical specialities, electricity, and sewing specialities. Academic teachers work closely with occupational teachers in planning career-oriented instructional units and materials. Senior TAC students graduate with their regular high school classes after they have developed the required job skills for employment and have obtained employment. This is a multiple-funded program and some 90 students were enrolled in 1970-71, 120 in 1971-72, and 240 in 1972-73.

A Job Skill Training Program (JST-Sr. TAC), also an OVE special grant project, concentrates on students whose performance success indicates ability to benefit from directly related job-skill training in regular vocational education programs. Thirty students were involved in this program in 1970-71, 60 in 1971-72, and 90 in 1972-73.

Operation: Job Impact, funded by OVE, is a special project designed as a comprehensive student placement and work experience program carried out in close liaison with business and community groups. This project provides for services to 250 students.

The unique features of career education at the secondary school level in Kershaw County are: the number and variety of funded projects; the concentration on skills development; the career education provisions for the disadvantaged and the handicapped; the growing range of vocational education offerings at the Center; and the emphasis on job placement which characterizes most of the career education programs.

The career education coordinator spends a good proportion of his time in job development, a placement related activity, and does so mostly on an individual, personal basis. Some programs, particularly those for adults, are initiated directly on a demand basis by industry, so placement naturally results. For example, one employer, noting a shortage of manufacturing operatives, made one of his supervisors available as an evening instructor for a class, and subsequently employed 13 of 15 graduates.

ADMINISTRATION

The county-wide board of education, through the vehicle of the Vocational Education Center and staff, has approved the submission of projects for the various segments of the Kershaw Career Program. With the development of the unified district, several activities of an administrative nature have been supported, as well as cooperative facility utilization and the structure of vocational education programming throughout the district.

The policies of the board have been drafted and organized around the acceptance of project funds (reported later in the resource section). Building administration has been left to the principal in charge, yet consultative services and program implementation have been centered through the county-district office and the area vocational center.

Career program administration includes elements structured under the board, through the superintendent, and into the schools through the project method. Various components of the career education model include: Career Awareness, Orientation, and Development in the K-6 levels; Career Exploration and Pre-Vocational in the 7-8 middle schools; Pre-Vocational and Vocational Interdisplinary (Disadvantaged and Handicapped) along with Career Preparation and Occupational Education at the high school level; and Adult School offerings around basic education relevant curricula, Job Skill Training (including an advanced diploma program that is unique), and Recurrency Training.

The responsibility for managing the career education program has been assigned to the Director of Vocational Education. Organization has been handled through staff personnel with principals at the primary decision point of program implementation. In addition to the regular job training and vocational education personnel, three persons have been added to the staff headed by a counselor-trained coordinator of the exemplary project. Close interrelations are thus assured through vocational rehabilitation personnel, special education personnel, and the two support persons on a part-time basis specifically in careers and in industrial liaison. In addition, a director intern under a state financed program was on-site and utilized for support activities administratively during 1971-72.

PROGRAM RESOURCES

Personnel resources have been "add-on" projects for specific additional costs in the career program under various titles from VEA68, ESA, and others such as Emergency Title 45 and Special Education. Except in the TAC program and Vocational Job Training and Homemaking programs, the Career Program teachers have previously taught in the district. Some local resources, as well as state funds, are beginning to supplement the cost of operating this program.

The K-6 level program, and the TAC programs have had extensive inservice programs for those teachers choosing to be involved. One interesting feature was not only paying for time on inservice in the summer, but also contracting with each teacher, to pay for completed units of study in career education.

Physical resources have been of the supplemental nature in the K-6 program with materials, supplies, tools, and AV materials. At the 7-10 level, supplemental equipment and up-grading of shops and laboratories have predominated. At the 11-12 and adult level, various facilities are being expanded, supplemental equipment provided, and an additional 30,000 square feet of job-training space is being projected for the area vocational center.

Through the industrial coordinator and other related personnel on the county-wide staff, cooperative arrangements with business and industry has been superb. The vocational education director's previous business experience within the community has helped provide the leadership and experience necessary for the structuring of the programs.

Most of the community resources have been obtained through the regular Vocational Education Advisory Committee for Kershaw County composed of the community leaders. Its impact is easily seen in the more than 1,140 adults who have participated in adult courses in connection with employer sponsored programs.

The total vocational program, career program, adult program, and other "career" identified projects require 10% of the county district budget. Of the total career budget, only 18% is local funds with the balance coming from state and federal sources. The district's budget incorporates 18% federal funds, 40% state funds, and 42% local funds.

The primary impetus of the career program is initiated by project funds. Each year the local district is picking up some of the activity and costs. Some programs are so unique that the school is funding expansion under rotary fund operations, under close industry relationships, and very serious project grantsmanship. The career development activities have been brought together with two modest grants in the total career education program.

PROGRAM-COMMUNITY INTERACTION

The Vocational Education Advisory Committee for Kershaw County formed in 1968-69, consists of a group of approximately 16 local people representing a wide range of local industries, downtown businesses, age groups, members of health occupations and programs, and people from around the county at large. To date, the organization has been informal but effective. The program director has been successful in calling upon members of the council for aid in specific projects or problems and they have given their time and ideas freely. One senses a strong positive feeling from the council members, and considerable interest in the program. These contacts have been developed and maintained through a variety of procedures, including personal contacts, job development work, and the establishment of relations with the Chamber of Commerce. For example, when the Chamber brings in potential industies to the area to investigate sites, the program director is generally on the schedule to discuss training opportunities and the availability of skilled manpower.

Students are involved in the community relations effort by means of their membership in various occupational clubs, such as the Distributive Education Club, the Future Farmers of America, Future Homemakers of America, and a new proposed group named the Junior Engineers Technical Society.

In addition, a number of working relations are established with a variety of official agencies such as the County Health Unit, which works closely with the personnel of handicapped program; the County

Mental Health Society, which provides supervision for some individual psychological testing; the Office of Economic Opportunity, with whom some collaborative training programs have been conducted; the Merchants Council, with whom an informational evening program was run in 1969; some nearby penal institutions for whom job training for prisoners has been made available via the adult education program; and the Office of Employment Security, which collaborates in testing and placement activities, and vocational rehabilitation, among others.

EVALUATION

The career education components in Kershaw County are being evaluated in several ways. Third-party evaluations are being made of the Exemplary Program and the Vocational Handicapped Program. The evaluation of the Exemplary programs consisted of three segments: the programs' relation to Part D of the 1968 Amendements to the Vocational Education Act, a process evaluation, and a product evaluation.

To evaluate the extent to which the program reflected the purpose of the legislation setting up exemplary programs in career education, the goals of five components of the exemplary programs were compared to a set of guidelines pinpointed by Grant Venn, the Associate Commissioner for Adult, Vocational, and Technical Education. The conclusion drawn from this comparison indicated that the programs had generally remained faithful to the legislative intent.

The process evaluation was performed by a team consisting of three experts in career education. They assessed the extent to which the desired procedures had been successfully established. Their conclusions, in the form of a rating scale, indicated that all the components except the Vocational Interdisciplinary Component had been successfully implemented.

The National Center for Occupational Education at North Carolina State University performed a product evaluation of the five components of the career education program. Products were evaluated by measuring the extent to which the program's product objectives were achieved. In most cases, a product objective was attained when the treatment group did significantly better than the students in the control group. Data gathered to measure objectives was collected on knowledge of occupations and occupational environments, student and teacher attitudes toward career education, student involvement in various components of the program, attendance rates, dropout rates, student self-concept, student attitude toward others, academic achievement, attitude toward education, and student interest in postsecondary training.

Different instruments were used to measure the students knowledge of occupations and the occupational environment. At the primary level, each student listed all the occupations he knew, the occupations of the members of his immediate family, and as many good work habits as he could. At higher grades, students demonstrated their knowledge of occupations by means of the Occupational Cognizance Test, developed at Stanford University, and the P.E.C.E. Knowledge Test. A 25-item untitled Attitude Scale was developed to measure the positiveness of one's attitude toward career education. The Education Scale, a 22-item, Likert type scale developed by Rundquist and Sletto, was used to measure the positiveness of attitudes toward education. A 64-item, untitled Attitude Scale was used to assess the positiveness of student attitude toward others and themselves. Student achievement in language arts and mathematics was measured by the Metropolitan Achievement Test, while achievement in electricity, electronics and applied science were measured by the Ohio Basic Trade and Industrial Education Achievement Test. None of these instruments revealed any consistent significant difference between the treatment and control groups, however, dropout rates and absentee rates were higher in the control groups.

The achievement of the Vocational Handicapped Program was measured by school records, achievement tests and a number of attitude scales. Comparisons made between the treatment group and a matched inside control group led to the following conclusions:

1. Dropout rates were significantly lower in the treatment group.
2. Achievement in language arts was significantly higher in the treatment group.

Separate evaluations were also made of the Senior Job Skills Training Program, the Comprehensive Adult High School Model, Occupational Technology Summer Exploratory Vocational Program, Operation Job Impact, and other programs. These evaluations relied on enrollment figures, number of job placement, degree of student exposure to career education courses and a number of attitude inventories. In general, it was concluded that these programs are attracting a large number of students, lowering dropout rates, stimulating community interest and helping students objectively select careers.

CONTACT PERSON AND VISITATION TIMES

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Visitation times:

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KNOX COUNTY SCHOOLS
Knoxville, Tennessee

Documentation of Career Education Program

Site Team

Gordon I. Swanson, Leader
B. E. Childers
Mollie W. Shook

INTRODUCTION

Knox County, Tennessee, is located in the eastern portion of the state, at the foothills of the Appalachians. The county encompasses an area of about 560 square miles with a total population of 276,293, and presents a varied demographic picture. The largest city of Knox County is Knoxville, the home of the University of Tennessee. Nearly two-thirds of the county's population resides in Knoxville with the remainder scattered unevenly about the county. Occupational opportunities range from agriculture to various industries, the Tennessee Valley Authority and the University.

There are two school systems in the county; one serving Knoxville, the other serving the remainder of Knox County. The Knox County Career Education Program is currently being operated in the schools of the Halls Community area in northern Knox County, an area which is predominately rural and agricultural. Four schools are involved in the program; Halls Elementary School with 714 students, Halls Middle School with 881 students, Halls High School with 965 students, and Greenhill Elementary. All students in these schools participate in the Career Education Program.

Prior to 1970 there were offerings in vocational education courses in the high schools of Knox County. Since 1966 ninth-grade students have been offered an elective course in career orientation.

The career education program K-8 was begun in September, 1970, with funds from Part D funding. New federal funds from the Commissioner's Part C funding will be used to establish a new career education model for south Knox County.

The emphasis of career education for K-8 began after Knox County Public Schools was invited to submit a project proposal to the Tennessee State Assistant Superintendent for Vocational Education for a 1-12 career education project. The Knox County System was funded.

The original proposal was developed and submitted to the Tennessee State Department of Education by the Director of Guidance, the Director of Vocational Education, curriculum supervisory staff for the elementary and secondary levels, and the Director of Federal Projects.

GOALS AND OBJECTIVES

The goals and objectives of the Knox County program are described in the Educational Program section of this report along with the description of the instructional program. A general overview of these are as follows:

Elementary Level

A. General Goals

1. To relate the curriculum to the world of work.
2. To insure that each student can relate the world of work to himself.
3. To allow each student to discover the social/intellectual/psychological competencies for success.

B. Implementation of Goals

1. Emphasize self-concepts including numerous success experiences for children.

    a. Make sure that teachers are aware that "success" experiences are essential
    b. Insure that students value themselves

2. Develop attitudinal framework for:

    a. Decision-making
    b. Leisure time
    c. Dignity of work

C. Provide Occupational Information

1. Refocus existing curriculum.
2. Provide career "corners" in each classroom.
3. Use parent and community resources.

Middle School Level

A. General Goals

1. Develop self-concept.
2. Create experiences (use of tools, etc.).
3. Provide occupational information.

B. Implementation Goals

1. Provide career instruction in all subjects.
2. Use career learning laboratories for job cluster information.
3. Focus on contemporary arts.
    a. Shop
    b. Home arts
    c. Art
    d. Dramatic arts

Upper Secondary School

A. General Goals

1. To give each student an opportunity to acquire job entry skills in one of twenty occupations.
2. To receive placement services beginning at the ninth grade level.

EDUCATIONAL PROGRAM

The intellectual base of the Career Education Program in Knox County, Tennessee, is the concept that the student's school experiences are viewed as preparation for life as opposed to learning of facts. Earning a living is the prime focus.

The premise is that work has potential for meeting more than just economic needs. Work has personal relevance in providing for social interaction, personal dignity, and self-identity. It is a determining factor in life style, and a means of contributing to self-fulfillment. The value of work is the self-esteem, the initiative, and respect placed on the work one does in an occupation. It is pride and dignity that gives an individual his particular place in the world.

The aim of the career-centered curriculum is to provide the skills needed in life: (1) Sociological, the ability to adjust to change and participate in determining the direction of change, as well as the involvement in local, state, national, and international concerns; (2) Psychological, to help the individual in achieving self-awareness; and (3) Occupational, the opportunity to gain skills with which to earn a living.

The program is in a K-12 setting and is available in two elementary schools (K-4), one middle school (5-8), and one high school (9-12). This is a pilot program available in only one section of the county. Eventually the program will be provided in all schools in the system; a second model for the adaptation of career education into the Knox County curriculum is being considered for southern Knox County.

The objective of the program is to provide a curriculum designed and implemented from the kindergarten through the twelfth grade, while the students are in the mainstream of education to achieve these goals: (1) a positive self-image, (2) acceptance of responsibility for one's behavior, (3) ability to make decisions by using techniques of problem solving, (4) ability to get along with people, and (5) possession of knowledge about and understanding of the ever-changing world of work, along with skills and know-how to secure and hold a job.

The program is designed to provide an educational system which will meet the needs of all students until they are prepared to enter gainful employment as contributing members of society. The program is being implemented at each grade segment in four sections.

Career Awareness (Attitude)

The curriculum is designed to assure quality in technique, equipment, and instruction to reinforce public appreciation for occupational education programs through diversity of opportunities and the essential dignity of every career aspiration which relates that there is no aristocracy of occupations and that all things that are honorable and have to be done are worthy of being undertaken.

A. Provide experiences which will enable students to gain fuller awareness and appreciation of the occupational opportunities growing out of the particular subject and the nature of the roles played by workers in their occupations.

B. Contribute to the students' testing of reality by showing the relationship between the requirements of these occupations and the education or training needed to meet them.

C. Develop attitudes of respect for an appreciation of the social usefullness of all types of work to which the subject may lead.

Career Exploration

Studies relating to the goals which are closely tied to the world of work and which explore spectrum of opportunities to acquire important skills and knowledge are a must in the curriculum.

A. By exploring occupations and relating school work to those occupations.

B. Exposing the student to a multitude of occupations.

C. Pointing up jobs that are suited to the interests,values, and abilities of the student.

D. Providing studies of job families for the student.

E. Designing the curriculum to relate job opportunities to subject areas.

Career Orientation

In the world of work, each new idea produces dozens of new skills which someone must learn. These skills generate other ideas from which will spring newer skills. As this multiplier effect continues, thousands of job categories are added. There is still need for laborers, handymen, maids, general office help, and semi-skilled workers. But demand for such workers is declining while the rising demand for highly skilled technicians and semi-professional specialists begins to sound like an ultimatum, so that more and better occupational education must be offered and the proper role of preparation for the world of work in the educational process must be recognized and understood.

A. Provisions are made for the student to explore the world of work in more depth and to begin preparation for development of knowledge and skills in more specific job families.

B. The curriculum includes orientation to occupational awareness.

C. Experiences in selected locally oriented occupational needs are provided so the student may determine his aptitude as well as interest in these occupations and so he may choose an occupational field suited to him as an individual.

D. Provision is made to introduce skills and knowledge needed to take advantage of the job entry program in high school.

Career Preparation

The students find their way into jobs which match their abilities and aspirations and will not be left dangling between an aspiration for a college education and an opportunity for gainful employment which often leaves many youth unemployed and trapped in poverty or working at jobs below their capacities.

A. A program of counseling and guidance follows closely the students' program. The counselor understands the performance of the individual student and aids the student in seeking employment or future educational training which serves the student's interests and abilities.

B. Students explore occupational interest in order to determine ability and aptitude.

C. Skills, knowledge and attitudes needed for a chosen occupational field are developed.

D. Students have aid in seeking employment opportunities in the occupational area in which they have been trained.

Educating for occupational development is not the exclusive job of any one person on the school staff. All share the responsibility--counselors and teachers alike. In the final analysis success depends on the classroom teacher and the part he/she plays. The methods by which occupational information can be introduced in the classroom are limited only by the ingenuity of the teacher.

Primary Grades (K-4)

The child in the primary grades has experiences studying his family, his class and the school. This will help him understand himself, relate to others and develop appropriate attitudes toward the world of work and toward himself. Activities will stress:

A. Appreciation for all kinds of work through contact with workers, by means of field trips, resource persons, etc.

B. Decision-making by giving the student an opportunity to make his own choice.

C. Self-development by giving the student an opportunity to develop willingness to try.

D. Positive self-image by presenting the student a wide range of activities and developing a willingness to try several things and take responsibility.

E. Developing pride in work by following directions and the rules of the game which will lead to success for a job well done.

Middle School (5-8)

These students are ready to see the occupational world as more complicated than the concept of a world of work made up of community helpers. They are exposed to a multitude of occupations. They explore those jobs that are suited to their interests, values and abilities through:

A. Exploratory laboratories which give experiences related to life.

B. Development of self-expression through interest in job families.

C. Presenting opportunities which allow for students to make decisions and take responsibility for their own behavior.

D. Activities designed to create the ability to get along with other people.

Secondary Schools (9-12)

The high school phase is an extension of the objectives sought at the primary and middle school levels. Provision is made for the student to explore the world of work in more depth and to begin preparation for development of knowledge and skills in more specific job families by:

A. Developing instructional materials relating to career and skill development.

B. Developing an orientation program to give the student a wide range of experiences and information in relation to his interest values and abilities.

C. Providing summer job experiences.

D. Creating a cooperative job placement program which will provide on-job-training in areas of interest.

E. Establishing a follow-up procedure to aid and assist students in additional training possibilities and job opportunities.

Evaluation instruments have been administered to all faculty members of the four pilot schools, a sampling of parents, all students in the middle school, and a sample of 9th grade students and all students in the 10th and 11th grades. On the basis of these tests a positive attitude toward the program was evident. Continuous assessment is conducted by the project staff, administration, and faculty of all schools. Regular meetings are held to determine if goals are being achieved and when additional assistance is needed.

In formulating ways by which to get at the business of evaluation of this first year of operation, the staff decided on a self-study using the stated objectives of the project and following an outline which consists of guiding principles, commendations, recommendations, and plans for the future. When this self-study is completed, a team of consultants will be called in to evaluate the project in terms of the self-evaluation and their evaluation as they see the project.

Guidance services are provided by full-time counselors at the middle school and high school levels. In addition, every teacher gives personal counseling services to students as needed. A full-time guidance resource specialist is provided as a part of the project staff to aid teachers, locate resource materials, and to assist in developing materials to help students make occupational decisions.

The placement of students is considered an important and essential part of the project. One full-time project staff member works in this area. This person serves as liaison between teachers, counselors, employers, and the students. He assists in recruiting, placing, supervising, and follow-up of students. He provides placement services for students needing part- or full-time work.

The career education concept is fully integrated into the curriculum, therefore there is no way to measure a clear deliniation of time allotted to each grade segment. The use of career resource centers and career centers makes resources available for full utilization of all staff.

There are seven full-time staff people in career education. Each of these spend full time in career education. In addition, the principals and teachers allot a substantial portion of their time to this function. The staff includes a director, curriculum specialists, guidance resource specialists, and job placement coordinators.

The unique features of this project include full involvement of all teachers in the four pilot schools, an integrated career education program into the regular curriculum, career orientation and exploration, a career laboratory for the middle school, and a comprehensive high school with diverse skill training.

ADMINISTRATION

The Board of Education and the county superintendent give strong and enthusiastic leadership to this program. The project director and other leaders involved in the program have managed program growth which relies on a strong, decentralized, and effectively focused effort.

There is a great deal of opportunity for and evidence of innovation within the program. The nature of "success" experiences for students is an example. It is an implied theme of the program to which all teachers can and do contribute.

The program has moved rapidly. It relies on lines of communication with institutions of higher education and its program of evaluation involves the State Research Coordinating Unit. Leadership and responsibility is accepted throughout the system.

PROGRAM RESOURCES

There are seven full-time staff members employed in the project. In addition, the administration of the four schools give a portion of their time to implementing the project. There are two clerks available full time, also.

Inservice programs were provided for all teachers during the summer preceding the implementation of the project. In addition, regular sessions are held in each school to provide assistance in the development and utilization of materials. A continuous program of inservice is provided to teachers by the resource people of the project staff.

A building on the campus of the middle school is provided for the project staff. In addition, a career laboratory is available for the middle school and an explanatory laboratory is available at the high school. Each classroom in the elementary schools has a section allotted for a career education corner.

Community resources are utilized in the project through an advisory committee made up of community leaders, parents, and teachers. In addition, a survey has been conducted in the community to identify resource people to work with classes. Many field trips are also made to provide interaction of students and schools with businesses and industries of the area. An open house is held at each school to disseminate information about the career program.

The long-range plans for the project are to expand the program this next year into an additional four pilot schools in another part of the county. Eventually the system will be universal for the entire county.

PROGRAM-COMMUNITY INTERACTION

Extensive use is made of advisory committees and other relationships with the community. Parent volunteers are used in the instructional program both in and out of the classrooms.

An interesting feature of the program is the ongoing program of the school which involves almost every grade level to make its unique contribution to the construction of 2-3 houses each year. The houses are sold and a fund is created to continue the activity the following year. Included in this program is the need for close interaction with community individuals and groups involved in the construction industry.

EVALUATION

The Tennessee Research Coordinating Unit for Vocational Education conducted a third party product evaluation of the Knox County Program of Contemporary Curriculum Development. Several instruments were used to obtain information necessary for the measurement of the extent to which the product objectives had been attained. Data was collected on the student's knowledge of occupations (grades 4-9), teacher work experience, parent and community participation in school activities, teach attitudes toward occupational education, parent attitude toward occupational education, student self-concept and student cooperation. The questionnaires were administered one time to a sample of the participants in the program and a control group composed of teachers and students in nonparticipating schools within the Knoxville SMSA. Means were computed for the treatment (experimental) schools and the control group schools. Conclusions were based on the evaluators' inspection of the size of the differences of the means in the respective groups instead of statistical tests.

The following list describes the instruments used by the evaluation staff and the conclusions they have reached:

1. To measure the student's knowledge of occupations, students in grades 4 through 9 completed a checklist of 83 occupations by checking each occupation with which they were familiar. From an analysis of the completed questionnaires, the evaluators concluded that the control group students possessed as much knowledge of occupations as did the students enrolled in the treatment (experimental) schools.

2. The occupational history of the teachers was determined by asking teachers to list all the jobs they have held since age 12. No relationship was observed between the teachers past work experience and the students knowledge of occupations.

3. On the basis of interviews with teachers, it was learned that parent and community participation in school activities was low in all the schools except one treatment school.

4. The teachers' attitudes toward career education, as measured by a 20-item attitude scale, were generally equally positive for all teachers except those in the ninth grade where the treatment teachers held somewhat more favorable attitudes than their counterparts in the central group.

5. A twenty-eight item occupational education attitude scale was completed by randomly selected parents of treatment and control group students. The parents from the treatment school had a slightly more positive attitude than the parents from the control schools.

6. The seld concepts of students (as measured by self-concept inventories) at the control schools was slightly higher than the self concept of students at the experimental school.

7. Sociometric choices were analyzed in the treatment and control schools in order to get an indication of the degree of student cooperation in classroom activitives. The evaluation concluded from this analysis that the experimental program was effective in promoting cooperativeness and the sense of working together among students.

BUDGET

1971-1972

Personnel	$ 87,308.00
Employee Benefits	5,768.00
Travel	6,540.00
Supplies and materials	6,000.00
Communication	1,700.00
Services	12,284.00
Equipment	4,000.00

CONTACT PERSON AND VISITATION TIMES

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LAWRENCE UNIFIED SCHOOL DISTRICT #497
Lawrence, Kansas

Documentation of Career Education Program

Site Team

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INTRODUCTION

The Lawrence Career Education Program involves all of Lawrence, Kansas, and the surrounding vicinity. (Lawrence Unified School District #497.) Lawrence, located 39 miles west of Kansas City, Kansas, has 17 elementary schools with a total enrollment of 4,274 students, three junior high's with a total enrollment of 1,798; and one senior high with an enrollment of 1,719. There is also one parochial school in the city with an enrollment of 180. The total number of students including the parochial school is 7,971.

Prior to January 1, 1970, there were vocational programs in Distributive Education, Office Education, Cooperative Industrial Training, and Vocational Auto Mechanics, but not the career education emphasis as is now in operation.

Career education in Lawrence unofficially began when the superintendent, as a member of the State Advisory Council for Vocational Education, became aware of funds available for exemplary programs. When career education became the focal point, the administrative staff saw these funds as an appropriate opportunity to begin an exciting new endeavor. The program was initiated for the 1970-71 school year.

A committee was established to organize the program. A director was appointed and the first full-time staff member began work on March 1, 1971. Two additional full-time staff members began work April 1. To date, there are four full-time and two half-time staff positions.

GOALS AND OBJECTIVES

The prevailing educational philosophy of the school system, as stated in the Board Policy Handbook ,is that the individual should be accepted into the educational program as he is and that he should be provided with a stimulating environment and opportunities for learning experiences designed to develop him intellectually, physically, socially and emotionally--to his optimal level. They further believe that the development of each individual's abilities should lead to change in his behavioral pattern that will increase his capacity to be a self-sufficient person and a responsible citizen.

In the practical application of this philosophy, they seek to achieve the following goals:

1. To develop in each child an understanding and appreciation of the forces and ideals that are basic to the American way of life.
2. To develop in each child a sense of his personal opportunities and responsibilities as a citizen of his community, state, nation, and the world.
3. To develop in each child an understanding of the physical, social, and economic world in which he lives, and to assist him in adjusting to his surroundings.
4. To encourage and stimulate children and youth to think clearly, logically and independently.
5. To encourage children and youth to respect integrity of work and deed, to appreciate the dignity and worth of other individuals and groups.
6. To give to each child, insofar as his abilities permit, a sound mastery of the tools of learning and communication, such as reading, writing, arithmetic, the use of written and spoken language.

7. To provide flexibility in the curriculum so that the gifted, the typical, and the handicapped may be prepared for effective citizenship and service, whether the child enters a vocation from secondary school or continues in schools of higher learning.

8. To provide physical education and health services so that every child will have, as far as possible, robust health and the knowledge and desire to safeguard it.

9. To prepare children psychologically for well-balanced social life and for the creative use of their leisure time.

The general statement of philosophy of the district reflects several desirable steps in career education: acceptance, development of potential, and arrival at self-sufficiency which in our society includes the ability to hold a paying job. Within the specific objectives, number five and number seven stand out. Number five refers to the respect and integrity of work and the worth of all individuals; seven touches on the necessity for meeting the ultimate needs of all students, no matter what their immediate post-high-school experience may be. These aspects of the schools' educational philosophy existed before the funding of the career education program.

The objectives of the career education program are:

1. Students will gain increased knowledge of occupations and careers through teacher-directed activities both in and out of the classroom.

2. Students will self-evaluate their interests and attitudes.

3. Students will develop a more positive self-concept through the structuring of success-oriented activities by teachers.

4. Through exposure to a wide range of different jobs, students will develop an appreciation of the worth and necessity of all work.

5. Students will learn to differentiate between good and poor quality products and services, and to analyze ways of making more effective use of their personal resources, time, energy, and money.

6. Students will identify the skills and attitudes necessary for the world of work through "hands-on" or exploratory experiences at the junior high level, and job visitation at the senior high level.

7. Students will prepare for future employment through participation in on-the-job training programs.

8. School personnel (teachers and staff) will develop curriculum options in career education at all grade levels.

9. Staff will enlist community support through presentations about the program to community-parent groups.

10. Staff will encourage career education for all students through presentations to educators outside the district.

The specific objectives of the program are:

1. The student will develop self-awareness and pride in his work.
2. The student will see himself as a worthwhile individual.
3. The student will have a knowledge of and appreciation and respect for all.
4. The student will identify the skills needed to succeed in occupations.
5. The student will understand that a person may choose a vocation in which he has an interest or aptitude.
6. The student will develop skills and knowledge useful in some occupation and/or related leisure time activities.
7. The student will be given experience related to various occupations.
8. The student will become aware of the attitudes people have about their work.
9. The student will understand the interdependency of people and their occupations.

The objectives were formulated by the World of Work committee of the first Occupations Education class in Lawrence in the fall of 1971. Members of the committee were elementary and secondary teachers, counselors and administrators. Community patrons assisted in the class.

The broad goals of the original programs were formulated with the help of minutes and suggestions from the Vocational Education Committee. Administrative personnel, as well as persons from the community, were included on the committee and they met several times to make specific suggestions for programs on the elementary, junior high, and senior high level.

The staff periodically reviews the goals and objectives through observation and staff meetings. Goals are revised as various needs are identified. The goals were revised, based on a review by the staff last fall of all the goals and objectives set forth for the program. The K-6 curriculum committee, spring semester, 1972, also made a review of program objectives as a prerequisite for further development of specific objectives on the elementary level.

EDUCATIONAL PROGRAM

The intent of the career education program was to develop a career education model for a rural-urban setting, as well as to develop an improved vocational education program for students K-12 through the enactment of innovations, pilot programs, and the expansion or revision of current vocational programs. The self-awareness phase of the program developed as a direct result of talking with businessmen in the community who emphasized the importance of the development of traits necessary for a successful employee.

The nature of the program at each grade segment was developed on the basis of a model established by the U. S. Office of Education. At the elementary level, occupational awareness is emphasized through the use of resource speakers, tours and activities. Included in this concept is the introduction to the job clusters. In grades 5-6, evaluations of interests and abilities in relation to many careers are emphasized.

At the junior high level, the emphasis is a "hands-on" approach or exploration by which the students have the opportunity to experience the nature of selected jobs through classroom activities.

At early senior high school, the emphasis changes from general exploration to more specific "job clustering." Students begin to narrow their scope of interest to job areas or clusters while still carrying out an exploratory approach. With this they begin to develop employability skills. By grade twelve, the emphasis is on the development of specific skill training and on-the-job experiences.

The total program is being implemented through three full-time staff members employed as resource teachers to benefit all teachers in the district, K-12. They act as liaisons between the school and community to set up resource speakers and tours, as well as to provide materials for classroom use. Teachers participate in the career education program on a voluntary basis and request the services of the staff as needed. The resource speakers and tours are used as the teachers incorporate this emphasis in connection with a specific area of study. Money is provided for the development of pilot projects by individual teachers for their classrooms.

At the junior high level, funds are provided to implement the World of Construction for all the seventh-year boys in the district. In the future, plans are to implement the World of Manufacturing, Materials and Processes and Designs for Living curricula.

At the elementary level, "real life" is being brought into the classroom through resource speakers from the community and tours into businesses and industries as it relates to an area of study. Audio-visuals and books from the career education library are utilized to initiate and complement the instruction. Other activities which have been utilized are role playing, simulation games and the use of different art media. Long-term interdisciplinary projects such as WOW (World of Work) days, mini-workshops, mass production units, and the mini-house project are also utilized.

At the junior high level, an activity approach is used. Student projects in the common learning area use career education materials for research about specific occupations. Resource speakers and some tours are also arranged to fit into subject areas and time schedules.

The exploratory approach is especially noteworthy in the IACP World of Construction program as the students experience definite job areas in the classroom. For the coming year, the World of Manufacturing, Materials and Processes and Designs for Living curricula will be implemented. All four of these courses stress concepts instead of skill development to give knowledge of, and experience with, certain aspects of jobs in these areas.

At the senior high level, on-the-job training is provided in some form for 19% of the students. There is great stress on skill development, as well as the development of employability and consumer skills.

The primary method to determine that objectives at each grade segment are attained is through the use of teacher evaluation of methods and activities used in individual classrooms. Evaluation techniques are stressed in inservice programs so that teachers are alert to the needs of evaluation.

Specific information is being collected on the elementary level through the use of an instrument designed to determine the effectiveness of the career education approach. The test was administered in the fall of 1971, and will be given again in the spring of 1972. The test determines the knowledge of and interest in various occupations within the fifteen job clusters. It will be readministered in the spring of 1973 to the same students.

At the junior high level in the IACP program, testing instruments are designed to determine the effectiveness of the program. Also, teacher-made instruments will be used with the new Designs for Living Concepts program.

Guidance and Counseling

There are two elementary counselors who have been involved in the career education program from its inception. The full-time career education staff shares office space with these counselors, as well as the district social worker, and thus coordinates activities.

At the junior high level, the district has one full-time and one part-time counselor for each of the three junior high's. One of these counselors is responsible for a "Rent-A-Kid" program. The senior high has a staff of four full-time counselors. There are also nine on-the-job training coordinators who teach in the morning and act as supervisors for their student trainees in the afternoons, as well as a district school psychologist who works in all the schools.

One of the high school counselors has been designated to cover the special interests of career education. She has been instrumental in the development of a career information center in one of the conference rooms of the high school library. This is a browsing area full of career information in the form of references and especially audio-visuals and simulation games. She is also setting up resource speaker visitations with small groups of high school students much in the same way that college recruiters and students are brought together.

The placement of students is the responsibility of the high school guidance office and on-the-job training coordinators. A five-year follow-up study on the seniors of 1971 was initiated by one of the high school counselors.

The amount of student time spent on career education varies with the individual classroom teacher. At the elementary level, there are many special projects which require a great deal of student time during a specific time period. As resource speakers are brought in, or as trips are taken, the amount of time fluctuates greatly. In addition, this emphasis is worked subtly into whatever is being studied so that there is no way of measuring in concrete terms the specific amount of time spent. In the junior high level, the seventh-year boys have one hour of the World of Construction each day and the girls have one hour of Designs for Living. In the future, another hour for 8th and 9th grade boys and girls will be available on an elective basis through the implementation of the new courses. There are also career and consumer units in the Common Learnings courses, usually six weeks in length.

At the senior high level, a student enrolled in a vocationally oriented program may be using 100% of his time in on-the-job training in connection with his academic subjects. It is the ultimate goal of the program to orient all subject areas to career education.

In implementing the program, the stress to the teachers was that career education was not necessarily something to be allocated to a specific time slot. The program is fused into and correlated with the existing curriculum. Consequently, the time spent in career education cannot be isolated or easily measured.

The career education program in the Lawrence schools has the following personnel:

1. Director of Career Education Program - Half-time
2. Consumer Education Resource Teacher, K-12 - Full-time
3. Materials Resource Teacher, K-12 - Full-time
4. Elementary Resource Teacher - Full-time

5. Secondary Resource Teacher - Half-time
6. Coordinator of Special Education Program - Full-time
7. Media Specialist - Half-time
8. Student Aide - Hourly
9. Receptionist - Services provided by the district for total diagnostic center personnel

From the beginning, the program was developed on a voluntary basis. Many teachers have used the services of the staff; others took an independent approach and implemented career education emphasis and activities without direct help. Many outside hours are contributed by teachers in developing and implementing projects for their individual classrooms.

There are a number of special features of the Lawrence program:

1. Elementary
    - a. Mini-workshops - Study of an interest area for one hour each week for 3 to 5 weeks (multi-grade level).
    - b. WOW Days - Patterned after Mini-workshops.
    - c. Career Days - Five resource speakers brought in from the community to talk to two small groups of students for 30 minutes each.
    - d. Corporations, Factories, Mass Production - Includes aspects of product development, advertising, production costs, sales, etc., at intermediate level.
    - e. Outdoor Education Days - Camping experience incorporating interdisciplinary approach with resource speakers from the community.
    - f. Pre-Enrollment Form - Proposed district-wide form to give teachers information on possible resource speakers from their classroom.
    - g. Elementary Wheel - Elementary education concepts.

2. Junior High

    a. IACP (Industrial Arts Curriculum Project)
    World of Construction - Fall, 1972 - Required course for 7th grade boys.
    World of Manufacturing - Fall, 1973 - Elective for 8th and 9th grade boys.

    b. Materials and Processes - Fall, 1973 - Elective for 8th and 9th grade boys.

    c. Designs for Living - Fall, 1973 - Required home economics curriculum for 7th grade girls.

    d. Teen Topics I - Fall, 1973 - Elective for 8th and 9th grade girls.

    e. Teen Topics II - Fall, 1973 - Elective for 9th grade girls.

    f. Rent-A-Kid - Student manpower pool for odd-jobs in the community.

3. Senior High

    a. Trades - Self-contained vocationally oriented program for potential drop-outs to give them on-the-job training and their diploma.

    b. House 'I' - Interdisciplinary approach to renovate a house purchased by Pride, Inc., for the school's profit.

    c. Career Information Center - Reference and audio-visual browsing room.

    d. Special Education - On-the-job training for all students.

    e. Summer School Program - Eight-week exploratory course for fifteen and seventeen year olds including employability skills, consumer skills and related instruction in the morning and employment in the afternoon. Students may choose up to four interest areas to explore for two weeks each from the following options:

    Commercial Food Service
    Construction and Carpentry
    Data Processing
    Electronics and Repair
    Health Occupations
    Home Economics
    Mechanics and Repair
    Office and Business

    f. Child Care Summer Program - Eight-week summer course for ten to twelve girls of high school age. Students will receive three hours of instruction a day in child development, consumer and employability skills as related to day care opportunities. Funds for employment will be provided by Neighborhood Youth Corps.

g. Liaison with Explorer Scouts of America - This organization is beginning a new career-oriented program for high school age boys and girls. They are arranging for various career stations in the community in which to place students. In coordination with the guidance offices, a survey will be taken this spring of all 9th through 11th grade students concerning their career interests. This information can then be used by the program and by each student's counselor as part of the student's file.

4. Overall

   a. Resource Notebook - An expandable notebook placed in each school listing resource speakers and tours in Lawrence and the surrounding area.

   b. Career Fairs - Involves community representatives in an evening of demonstrations and discussions about their careers. Aimed at secondary students, but parents, teachers and friends attend.

ADMINISTRATION

There is considerable evidence that the Board of Education possesses an understanding of, and a commitment to the goals and objectives of the career education program. In addition to the initial approval of the project goals, the board has received and analyzed progress reports on the goals and activities of the program. In addition, some of the board officers and members have participated directly as resource persons through explaining the nature of their occupations to groups of students. Finally, each of the board members indicated that they had received favorable feedback and information from school patrons to the effect that the present program is a sound one and should be continued in the future.

From the outset of the program, the superintendent of schools, who is a member of the State Advisory Council for Vocational Education, the assistant superintendent for instruction, and other administrative officers have been interested in initiating and sustaining the program. Other administrators, including school principals, have participated actively in certain of the inservice activities, have encouraged the participation of their teachers, and, in some project activities, have worked directly with students in the program.

The career education program is organized and administered by a director of federal projects who devotes half-time to administration. He is responsible directly to the assistant superintendent for instruction who reports to the superintendent of schools. The director has responsibilities for planning, budgeting, coordinating, implementing, and evaluating the project. Reporting to him are four full-time and two half-time professional staff members. An hourly student aide and a receptionist are also provided.

Short-range plans include the following: (1) offering a workshop in career education for the development of learning packages; (2) conducting summer workshops in the World of Work, economic education, and simulation learning; (3) conducting career education (Business Industry Education) days in the spring, 1972; (4) continued expansion of the elementary school program to include additional classroom teachers; (5) introduction of the World of Manufacturing as an elective at the junior high school level; and (6) offering a two-week summer school exploratory program for fifteen through seventeen year olds in eight occupational fields.

Long-range plans are somewhat dependent upon the amount of financial support at federal, state, and local levels; however, plans are being made to continue the program beyond the expiration of the current project. There is a commitment to continue a program of career education beyond the period of special funding. The following are envisioned: (1) refinement of career education concepts and activities at the elementary level through the development of curriculum guides, resource lists, and instructional materials; (2) developing and offering courses at the junior high school level in materials and processes, designs for living, and teen topics I and II; and (3) seeking means for improved articulation of vocational and academic offerings in the secondary school utilizing the career education concept.

PROGRAM RESOURCES

The current annual budget for the career education program is in excess of $74,000 annually from federal and state sources, plus ancillary supporting services from local funds. During the 1972-73 fiscal year, the federal and state funding is projected to be reduced to approximately $63,000.00.

In addition to the project staff, equal to approximately five full-time personnel, the organization and operation of the project have been such that a maximum of contact and interaction have occurred with staff and teachers in the district. Project staff members are viewed as resource personnel, and in such capacity have helped many personnel of the district, art consultant, primary and intermediate language consultants, reading teachers, librarians, counselors, and others to become attuned to and interested in career education.

Inservice training provided for the staff includes the following: (1) a three-hour graduate credit class in occupational education conducted in the fall of 1970 and 1971, in which over eighty were enrolled, dealing with the world of work, public relations, career tours, and other career education activities; (2) a graduate problems class in the spring of 1971, in which eight teachers wrote up projects in career education which they had conducted; (3) one week, elementary, World of Work workshops, conducted in the summer of 1971 and projected for the summer of 1972; (4) presentations by the project staff to faculty meetings of career concepts, ideas, and services; (5) conducting B.I.E. days in which teachers tour businesses and businessmen visit the schools; (6) a district-wide inservice education program for an exchange of career education ideas among elementary teachers; and (7) projected plans for additional workshops in economic education and simulation learning during the summer of 1972.

Special physical resources provided by the district for the program include, in addition to office space for the director, office space for three of the full-time staff members and the career education library in the district diagnostic center; space, furniture, and shelving for the Career Information Center adjacent to the high school library; and classroom facilities for special education, trades, inservice and other program activities. Special physical resources provided by project funds include shop equipment for the IACP program, laundry equipment for special education, and films and printed materials for the career education library and for the high school Career Information Center. Community resources utilized include citizens, parents, businessmen, and University of Kansas personnel who assist as resource persons, speakers, hosts, and facilitators of career education activities.

Short-range financial plans for the program include continuation of the present level of personnel and activities during the 1972-73 school year, with local funds being used to offset a projected reduction in the budgeted funds from federal and state sources of approximately $9,000. Long-range plans are to continue the program, the level of funding for which is contingent upon state legislative appropriations, as well as the removal of certain mileage restrictions on Kansas school districts.

PROGRAM-COMMUNITY INTERACTION

The channels of communication used to facilitate community interaction with the program include news articles in the local newspaper about three times per week. Copies of such articles are given to local radio and TV stations for spot announcements on the same days. About 90% of what is submitted is used. The high school publishes a weekly newspaper which always includes news on the career education program. Other schools send news notes home to parents with their children. A full-time news media and publicity expert is employed who also works on audio-visual aids to help with instruction.

Although a large number of leaders from business, industry, labor, civic and social agencies have been involved in supporting the career education program, no advisory council has been appointed to date. One is proposed to include twenty-five representatives of such groups as mentioned above in addition to school personnel, governmental agencies and journalists.

An advisory board for vocational and adult education has been established for many years. It has been very helpful in advising on the more specialized training needs in the community and many of the members have been helpful to the career education program.

The parents have played an important role in helping define the goals, implementing the program and evaluating it. It appears that the parents are as much interested as the students. The parents work as resource speakers in the classroom, take students on-the-job, help with tours and transportation and work as teacher aides on World of Work projects.

Businessmen have come into classrooms as resource speakers, hosted classroom tours, provided instructional materials, cooperated on career fairs, supported and participated in BIE week, helped with inservice training of teachers, organized a corporation for a house remodeling and redecorating project, and provided loans for career education projects.

The unique features employed in facilitating and maintaining the program and community interaction is involving such a large segment of the community population and snowballing enthusiasm. An example is the total involvement of the community in the business, industry education week. The public relations efforts expended by the career education staff has made everyone aware of the program with a commitment to continue supporting it.

The teachers participating in the program are finding more satisfaction in teaching, and the students are more tuned in to learning what they believe will be beneficial for their future lives.

EVALUATION

The Research Coordinating Unit of the Colorado Division of Vocational Education performed a third party evaluation of the Lawrence career education program. The process evaluation section consisted of a description of the scope of the program, the degree of involvement of various types of persons in the program, and the quality of the program. The product evaluation section contained a description of an instrument developed to measure a number of objectives of the program and a survey of attitudes toward the career education program in Lawrence.

Among the program's successes were the following: (1) a high degree of elementary teacher involvement in career education, (2) the program staff's active involvement in the development of a number of career education programs funded from sources other than the exemplary grant, (3) the establishment of the Career Education Center, (4) the addition of certain career-oriented courses, (5) improvements in the facilities for career education, (6) intensive use of community resources, (7) several inservice education workshops, and (8) considerable acquisition of career education materials.

In 1971, an instrument was developed to measure student awareness of and knowledge of occupations, attitudes toward different occupations, and interest in occupations. Pretests and posttests were administered to elementary school students in the exemplary program and a control group located in Manhattan, Kansas. An instrument entitled "The Career Education Pupil Scale" required students to list all the occupations they could, match job titles with their descriptions, identify occupations which they liked and disliked, select occupations which interested them, evaluate their own academic achievement, and indicate their popularity. On the last section of the instrument, teachers were asked to evaluate the student's achievement and social-emotional behavior. The analyses of the data were not available at this writing.

The career education staff and district administrators directly concerned with instruction were also asked to describe their feelings about career education and their estimations of other person's feelings about career education. The program was strongly accepted by the community, administration, parents, elementary teachers, senior high vocational teachers, and counseling staff. Junior high teachers and senior high academic teachers have not as yet responded favorably to the program.

BUDGET

K-12 Career Education Expenditure

	1970-71	1971-72	1972-73
Administration - Salaries	$ 5,790	$ 7,173	$ 6,500
Secretarial - Salaries		1,672	1,500
Administration - Printing	945	998	1,000
Administration - Expenses	554	911	950
Instruction - Instructors & Resource Persons	25,136	42,543	38,700
Instruction - Aides		2,876	2,200
Instruction - Supplies	21,750	10,730	6,100
Instruction - Consultants	1,608	204	200
Staff Travel	1,266	1,263	1,000
Inservice Training	9,984	2,976	1,750
Transportation - Field Trips	22	921	1,250
Utilities	192	100	100
Fixed Charges - Social Security	1,520	1,756	District
Equipment - Rental or Purchase	4,545	499	750
	$ 72,986	$ 74,622	$ 62,000

CONTACT PERSON AND VISITATION TIMES

Contact person:

Mr. Ernest J. Coleman
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Visitation times:

Please contact Mr. Coleman
at least two weeks in advance

LEBANON SCHOOL DISTRICT
Lebanon, Oregon

Documentation of Career Education Program

Site Team

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INTRODUCTION

Lebanon is a town of approximately 7,500 population in the Willamette Valley of western Oregon, thirty miles from Corvallis and Oregon State University. It is a predominantly rural area, but the economy is lumbering and wood products rather than farming. It is essentially a conservative, middle class, Caucasian community with little in- or out-migration, and the great majority of families who live there have done so for several generations. An environment of stability, self-reliance, hard work, and friendliness prevails.

The school system includes Union High School serving an area of 10,000 population with a number of elementary school districts. The principal elementary school district, #16, is that of the town itself and contains two elementary schools. Although this elementary district has its own board, the chairman is also chairman of the Union High School Board and both districts employ the same superintendent and administrative staff. It is an unusual arrangement which could only work in a small, closely-knit community where public activities are less formal and less divisive than in many communities today.

The career education program here is of recent origin in name only. During World War II Union High School was selected as a small training center for the ship-building industry in Portland, and following the war the training equipment was used in vocational education. The real beginning of a comprehensive skill training and academic program, however, followed the Vocational Education Act of 1963. The superintendent and the assistant superintendent for instruction at that time were both convinced that their program had to reach the 85% of high school students who were not completing four-year college programs.

The assistant superintendent, who four years ago became the present superintendent, had traveled and visited schools in other states to get ideas. He was influenced by Conant's concept of comprehensive education, and had come to Lebanon originally to set up a guidance system. He was active statewide and nationally in the Association for Supervisors of Curriculum Development. Following World War II he had worked in the Veterans Administration's strongly career-oriented guidance program, and had already helped to establish a vocational emphasis in the Lebanon High School. The Vocational Education Act of 1963 gave the administrative staff the assistance they needed to make skill training as well as academic education a part of nearly every student's school experience. Lebanon was probably one of the few schools in the nation capable of implementing the purposes of the Vocational Education Act of 1963 at the time of its passage.

GOALS AND OBJECTIVES

The prevailing philosophy of the Lebanon High School is contained in the Registration Guide for 1972 given to all students, and may be understood best from several excerpts from that mimeographed publication:

> Today's high school is the common, non-selective school for all the youth of our society. This means a high school must offer many different courses, appeal to many different interests, and yet provide a solid foundation in the "Three R's" for all students. . . . Lebanon Union High School is a comprehensive high school . . . does not "Track" a student and does not attempt to categorize or label students. . . . The decision about whether a school should enroll students in certain courses or offer a certain program should be based on something better than a judgment based on a mistaken idea that being a doctor is more honorable than being an auto mechanic. . . . We can only say that Latin and auto mechanics are different. Upon what basis can we say that one is better?

The philosophy of the Lebanon elementary school district #16 stems from the same administrative staff. In both schools it is clearly evident that career education reflects quality education to the same degree as the more traditional academic education.

Overall goals for the entire program (K-12) are expressed in the "Lebanon Public Schools District 16-c and UH-1 Plan for the Improvement of Career Education and Reading," which was developed over a period of several months in 1970 and 1971 by a series of committees including lay citizens and each teacher in the system. These goals are:

A. To involve each student in full and sequential career education which will assure: (1) the appreciation of all vocations, and (2) effective vocational decisions.

B. To assure that each student reads at his optimum learning potential in order to meet his personal needs in: (1) enjoyment, (2) employment, (3) advance training, and (4) broadening general knowledge.

The specific objectives in Lebanon's Plan for K-6 are (1) to develop an awareness of values, environment, individuality, abilities, aptitudes, interests and limitations; (2) to develop appreciation and understanding of career roles in the home, community, region, and nation; and (3) to develop responsibility commensurate with age and ability levels.

For grades 7-8 Lebanon's objectives are: (1) to understand personal aptitudes and interests as they relate to various career clusters, and realize the importance of human ingenuity in the successful performance of career activity; (2) to begin career exploration by becoming knowledgeable about current general occupational clusters, exploring specific career choices, and understanding changing employment patterns; (3) to relate classroom activities to career preparation; and (4) to develop an appreciation and understanding of the importance and dignity of all kinds of work.

The objectives for grades 9-12 are: (1) to broaden exploratory experiences in specific career choices; (2) to broaden experiences in student activities leading to successful career attitudes; (3) to gain attitudes and training appropriate for coping with change; and (4) to gain skills and knowledge that will allow direct entry into the world of work, or into a program of advanced training.

These goals and objectives were formulated, as indicated earlier, by the entire faculty and lay citizens working together. The influence of the administration is unmistakeable, but genuine involvement of teachers, parents, and community leaders has taken place. A highly structured review and evaluation process has been built into the entire program in recent years to assure its success.

EDUCATIONAL PROGRAM

The intellectual base for Lebanon's career education program rests in three areas: (1) a well-established community attitude toward work, which is expressed in the school district's commitment to an education for every child in which purpose is central to the learning process, and in which realistically 85% of the population are not likely to receive training for future work through a four-year college program; (2) the initiative and leadership of a number of individuals including the present superintendent who has been actively building this program for nearly a decade; and (3) a constant input of research and development from a variety of sources through the activities of key people in the program. Two notable examples of this third area are the superintendent who seems almost to have combed the nation for twenty years for new ideas and programs and put the best of what he has found into practice, and a former Director of Vocational Education who is now Director of Oregon's Research Coordinating Unit.

At the elementary level, the career education program is only in the first year of operation in grades K-6. At present, the program consists of a major curriculum study and review in terms of appropriate career education programs at each grade level, career exposure through lay participation and field trips, role playing, use of the World of Work materials, and inservice teacher training. In grades 7-8, Oregon's SUTOE program (Self Understanding Through Occupational Exploration) is being used. SUTOE is an important part of the social studies course in which printed materials, audio visuals, field trips, personal interest studies, and career counseling are used.

The program in grades 9-12 consists of eight exploratory sections in four occupational areas (electricity, drafting, metals, and woods) for freshmen; one-hour courses in metals, welding, machine skills, woods, agriculture, and office skills for sophomores; and vocational courses (two hours per day) in eleven of the occupational clusters developed by the state and adopted to local needs for juniors and seniors. These include office clerical, secretarial, accounting, marketing, health occupations, agriculture, construction technology, drafting, sheet and hot metal, electricity, and food services. In a typical program, a student in the 9th grade takes what is known as a "cruise" course which is designed to provide exploratory experiences. From there he goes into a general course which includes both skill training and exploratory experiences. The final series of classes are vocational for in-depth skill development.

A series of advisory councils serve the occupational clusters, and a master advisory council made up of representatives from each council is used for coordination and development. These councils are extremely effective in the Lebanon School District, with an organizational structure resembling a service agency. They both reflect and reinforce the community's strong commitment to career education.

There are two notable features about the program at Lebanon which distinguish it from most others: nearly 100% of all students at each grade segment are receiving career education, including skill training at the high school level, and the dichotomy between academic and vocational education seems not to exist.

Innovative and exemplary practices may be found at every level. An occupational interview series on video tape for the elementary grades has attracted national attention. A nearby farm has been leased and turned into a land lab for use in teaching a wide variety of subjects and skills from the elementary level through high school. Students in construction technology are building a three-bedroom house with labor union inspections of each installation. Students in the health occupations cluster spend one entire semester on the job in community agencies and institutions. Students in the office clerical and secretarial clusters progress individually according to their own efforts and abilities. In addition, every occupational program has an accompanying student organization which helps maintain the student's enthusiasm for education.

As indicated earlier, highly structured evaluation procedures are built into the career education program at the elementary level to ascertain whether program objectives are being attained. At the high school level, one of the best student data and follow-up systems in the country, VERIFY, supplements the schools' own follow-up. Enrollment in the cruise program and the vocational clusters, all electives, of more than 90% of the high school student body would seem to be evidence that objectives at this level are being attained.

Guidance services include the SUTOE program in the elementary grades, and a complete program of testing and career information at the high school level. Slow learners and handicapped students in the first year of high school are given a special occupational experience program, and two classes for the mentally retarded are scheduled for grades 9-10 and 11-12 in occupational emphasis programs. More student and faculty time is probably spent in career counseling than in any other counseling activity. Job placement is a responsibility of the faculty more from choice and opportunity than as a formal requirement.

In a school as innovative and successful as Lebanon, it is only natural that further developments are under way. The most significant and ambitious of these is a plan to modify the high school instruction program in all departments to make it completely individualized. The traditional concept of teaching classes of students will be replaced by one of guiding individual programs of study without regard to fixed time periods or course boundaries.

ADMINISTRATION

The Lebanon School Board has taken no specific action establishing career education as a major emphasis; however, no doubt exists that such a philosophy is recognized and accepted. The school system is organized into a comprehensive educational program built around a total career development effort. In the high school the principal is in overall charge, assisted by an administrative vice principal with specific responsibility for both the academic and vocational programs. The administrative vice principal is assisted by a director of vocational education, director of guidance, and department heads.

The Lebanon School District has developed a five-year, long-range, career education program with a number of yearly goals. Within the several yearly goals the following steps are being contemplated: expansion of facilities in business, home economics, construction, and metals; and expansion of horticulture classes. The following classes will be incorporated into the schedule: data processing, record keeping, photography and graphic arts. In addition to this, an upgrading of placement and follow-up services is planned as well as an increased program in guidance. At this point the district is completely on schedule in all aspects of its planning and implementation.

PROGRAM RESOURCES

Resources available to the Lebanon career education program include personnel, inservice training for personnel, special physical resources, and resources made available by the community. Inservice training workshops were conducted for the vocational and academic teaching staff during the summer of 1970. These workshops were conducted for the writing of behavioral objectives and individualized learning approaches in the career education program. In addition, departmental workshops (i.e., math and science, English, etc.) were held by the Oregon State Department of Public Instruction for teachers throughout the state to become familiar with the "Oregon Way" approach to career clusters.

Unique facilities at Lebanon for the cluster programs include special shop areas for agriculture, power mechanics, woods, and metals. The vocational director and teacher for the construction cluster have been instrumental in working with the state construction trade unions, making possible the house-building project. Further coordination of resources is shown in the drafting classes designing the house and floor plans, the construction technology classes actually building the house, and students in the metals classes assisting with the plumbing. Because of strict state electrical wiring codes, students in the electrical cluster are only allowed to observe the wiring of the house.

Another valuable resource available to the Lebanon district's career education program is the land laboratory used particularly in the agriculture and forestry cluster. This 35 acres of land near the high school serves as a laboratory for youngsters to actually participate in agriculture, horticulture and forestry practices. The land lab provides the opportunity for youngsters to grow and care for swine, cattle, sheep, trees, and ornamental plants.

The Lebanon community itself serves as a laboratory for students in a number of work-experience programs. Students are provided with opportunities to work in the community at local hospitals (health occupations and foods clusters), businesses (business clusters), and forest products (agriculture, and wood clusters). In addition, members of the community come into the classroom to serve as resource persons to discuss jobs in specific clusters.

The short- and long-range financial planning needs for the Lebanon career program are closely related to federal and state reimbursement, but primarily dependent on annual local tax levies. Stronger federal and state support is needed, but until it comes, Lebanon will probably maintain and continue to expand its career education program with local taxes.

PROGRAM-COMMUNITY INTERACTION

As noted before, the linkage between Lebanon's career education program and the Lebanon community is maintained by active advisory councils and a school board committed to career education. The constitution of the master advisory council specifies that this group will study the needs of the local community, study programs of vocational education in other communities and use this information for strengthening those at Lebanon, serve as an avenue of communications between the vocational program and the community, and provide special departmental advisory committees for each occupational program. In addition to council members from the business and industrial community, individuals representing the Oregon Employment Service and Vocational Counseling are included in the membership.

The school board for the Lebanon Union High School functions as another communication link with the community. This organization has consistently supported the development and growth of the Lebanon career education program. Board and community backing are reflected in many ways, including taxpayer approval of all school levies ever presented to the voters. It is particularly noteworthy that the entire career education program at Lebanon has been established and operated with regular operating funds; no exemplary or other public grants have been used.

EVALUATION

The evaluation of the Lebanon Career Education Program has consisted primarily of a report of the number of job placements, the nature of curricular changes, and the student enrollment in various types of career education courses.

BUDGET

Grades 9-12

Personnel Cost

23 full time Career Education teachers with an average salary of $10,500 and average experience level of 8 years.

Supply Budget

Supplies for the coming year have been budgeted at $14,00 per student for all students plus $10.00 for each student enrolled in a cluster program.

Equipment

Many of the laboratories were established with surplus property and federal grants. At the present the district budget provides an average of $10,000.00 per year for up-dating equipment.

CONTACT PERSON AND VISITATION TIMES

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at least two weeks in advance

MID-HUDSON CAREER EDUCATION DEVELOPMENT
AND INFORMATION CENTER
Pleasant Valley, New York

Documentation of Career Education Program

Site Team

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INTRODUCTION

The Mid-Hudson Career Development and Information Center located in Pleasant Valley, Duchess County, New York, serves 84 public school districts in the seven counties of Columbia, Duchess, Greene, Orange, Putnam, Sullivan, and Ulster in an overall student population of 280,000. The districts range in size from a small city of 2,000 pupil population to a city of 14,000 pupil population. Within this seven-county area, the Center is responsible for assisting in the implementation of Career Education in 5 pilot schools representing 5 of the 84 public school districts. The program operating in the pilot schools is designed to reach all of the approximately 35,000 pupils in grades K-12. The 5 pilot schools are: Meadow Hill School, Newburg; Rombout Middle School, Beacon; Temple High School, Newburg; Valley Central Middle School, Montgomery; and Van Wyck Junior High, Wappingers Falls.

The demography of the seven county Mid-Hudson area presents a mixed picture. Although the majority of school districts are suburban and the populations are primarily white, the city school districts have both Spanish-speaking and black populations. Within the area, there is a large manufacturing base and many youth seek their employment in manufacturing. However, there is also a large farming industry which has a significant influence on the economy of the Mid-Hudson area.

The program which is currently operating in the 5 pilot schools is the result of a developmental process which began in 1968-1969 when the Bureau of Guidance of the State Department of Education in New York conducted a field study to sample the perceptions of school staff, employers, and new employees regarding the conditions and problems faced by youth moving from school to job. The Bureau of Guidance was concerned about the assistance offered by counselors to youth entering the world of work and felt the aid could be improved. The exploratory study conducted in the Mid-Hudson Economic area resulted in a report which indicated an urgent need for a program that would implement adequate vocational development for all youth in the area. On the basis of this study, support was obtained from the Regional Supplementary Education Center in New Paltz, as well as from several Boards of Cooperative Educational Services (BOCES) and their area occupational educational centers located in the region. A Bureau of Guidance staff member was assigned to help move the study from the research to the action stage in collaboration with regional educators, employers, and employees. A regional committee consisting of representatives from education, government and industry was established to pursue ways and means of setting up an occupational guidance model in the Mid-Hudson region. The proposal for the project was written by a committee representing 11 different community agencies.

The program was designed to develop career information and guidance related services relating to classroom experience which provide:

1. An opportunity for development within each student of a clearer perception of himself in relation to the work world;
2. An opportunity to enable students to develop an understanding of work organizations and workers' roles;
3. Up-to-date career information regarding opportunities and flexibility in career choices, particularly as they relate to the Mid-Hudson area; and

4. Additional career information and guidance opportunities through curriculum redesign, the development of localized career briefs, the support of existing agencies, and modifications of teacher attitudes.

GOALS AND OBJECTIVES

The consortium formed by the five pilot schools has taken as its educational philosophy the basic educational goal of New York State which is "to have each become all he is capable of being."

Within the pilot schools,all have agreed that all students regardless of economic level, age, creed, or sex will be exposed to educational programs to help every student become "all he is capable of being."

The goals for the program are:

1. to provide concrete learning experiences for all students, which include a general orientation to the world of work beginning with the earliest possible grades; and
2. to provide a total education approach in which both academic and vocational education are integrated for the purpose of helping students develop social and self-concepts, proper work attitudes, a desire to achieve, adequate reading and arithmetic skills, and general occupational orientation, exploration, and training.

The major objective for this project is to develop materials and activities for the schools and agencies of the Mid-Hudson Valley to enhance vocational development and occupational awareness as an integral part of the educational process.

Program Objectives

Specifically, the program objectives encompass:

1. Development of curriculum guides for grades K-6, 7, 8, 9, and grades 10-12 in four phases:
    a. inservice education program for participating teachers;
    b. an industries work program for teachers;
    c. preparation of curriculum by teachers; and
    d. implementation.
2. An organizational structure to reach all guidance counselors through such means as newsletters, catalogues, and inservice programs.
3. Close working relationships with Mid-Hudson Industrial Association in order to provide relevant curriculum in the areas of career orientation.

Behavioral Objectives

The several phases of the project should lead to behavioral changes that can be quantitatively and qualitatively measured. The following behavioral objectives have been specified for students enrolled in the program:

1. Students in grades K-3 will have an improved perception of self in relation to the world of work;
2. Intermediate students in grades 4-6 will be able to do such things as describe four different job families, describe career ladders, and how skills learned in English and Social Studies can be used in three different occupations;
3. Students at junior high level 7-9 will have as full an understanding of qualifications as necessary to gain employment in specific occupations. Also, they will be able to identify

major job families, relate to their own interests and values, and tell how major curricula are related to success in a specific job; and

4. High school seniors will participate in an employment information day. They will become familiar with such things as listing information commonly included in a resumé and being able to present themselves in a positive way during a job interview.

There are also objectives for teachers, administrators and guidance counselors involved in the program:

1. A comprehensive structure to reach all guidance personnel will be developed in grades 7-12.
2. A close working relationship between local industries and school districts will facilitate student learning of local occupational information.

EDUCATIONAL PROGRAM

The career education program in the Mid-Hudson area is founded on a firm intellectual base. The conceptual base for the guidance functions and the curriculum development activities derive from the concepts of Gene Bottoms, Eli Ginsberg, Robert Hoppock, Kenneth Hoyt, Harold Munson, and Donald Super. Within this overall intellectual framework, the activities of the Center have progressed from planning programs and publishing vocational development materials to implementing their use in the Mid-Hudson area.

Elementary Grades

The program in the elementary grades centers around the use of a curriculum resource guide entitled "Vocational Development in the Elementary School K-6." This guide is designed to focus on a general orientation to the world of work including the development of the student's perception of himself in relationship to the work world and the development of positive attitudes towards work. The guide is also designed to help effect an attitudinal change on the part of elementary teachers toward the work world.

In addition to the resource guide, there are a variety of other experiences for the elementary students. The project makes use of such general materials as video tapes, occupational listings, and compositions dealing with occupations. More specific activities include visiting speakers and field trips to local businesses and industries. In one case, a Family Day was arranged at a local company so that children could see the plant in operation and identify parents' roles in the work force.

A Technology for Children project has also been instituted for grades K-3. This began as a summer project to provide occupational awareness for children but has now been expanded into the school year to include more students and teachers.

Upper Grades

A curriculum resource guide has also been developed for the middle grades. This guide, "Vocational Development in Grades Seven, Eight, and Nine" integrates selected vocational development concepts with eight areas of the curriculum. In these grades, students learn about work functions and work situations in a variety of classroom settings. Students can transfer the insights gained through these classroom experiences to other types of life and occupational experiences.

There are a variety of other experiences available for the middle and upper grade student within the program. One project in the 7th grade social studies classes brought representatives from industry into the school and filmed the visiting speakers. Students in grades 7-12 are also exposed to a weekly radio series called "Careers on the Air." This series was sponsored by the Career Development and Information Center and ran for forty weeks. A "Career Night" was sponsored which brought in representatives from various occupational fields to confer with students and assist them in making career decisions. Students in grades 7-12 also have access to the "Mid-Hudson Area Occupational Monographs," a set of job briefs describing 300 occupations in the seven counties of the Mid-Hudson area.

The schools also operate an Employment Information Day as part of their program. Employment Information Day is aimed specifically at students in the 12th grade and is designed to bring students into direct contact with business and industry leaders in the seven counties. The objective for the day is to help promote a greater awareness of career opportunities in the Mid-Hudson area and to help provide the students some familiarity with the techniques and procedures for job application and conduct during interviews.

Guidance and Placement

Following the recommendations of the Bureau of Guidance pilot study, the guidance staff has set about to improve its services to the youth in the seven-county area. Within the Mid-Hudson area, there are approximately 700 counselors covering all grades from K-12. Inservice workshops are provided for the counselors to equip them with basic vocational counseling philosophy and the information necessary to utilize vocational counseling techniques. The inservice time is also used to keep counselors abreast of new occupational information and training services available to their students. Training has been provided for counselors by the State Department of Labor in the use of occupational monographs. The integration of the guidance function into the total program is reflected in the fact that members of the counseling staff serve on the Advisory Board to the Career Development and Information Center and a director of guidance has served on the Center's Executive Committee since its inception.

As well as maintaining the guidance function in the school systems of the area, the counseling staff is also responsible for the coordination and scheduling of the General Aptitude Test Battery which is administered by the State Employment staff and the scheduling of job interviews They are also responsible for the identification of potential dropouts for the School To Employment Program (STEP). The counselors work cooperatively with the pilot coordinator from the Center and with the teachers in their respective schools. To insure better lines of communication at the elementary level, a council of elementary teachers and counselors has been formed.

As a part of the Center's objective in the development and testing of procedures and practices which can be disseminated to other schools in the area, a concentrated program of vocational guidance and career development has been set up in a city school district and a suburban central school district to demonstrate and evaluate various techniques.

Early placement activities within the program consisted primarily of cooperative efforts with local Chambers of Commerce and local professionals to fill available jobs in the community and in opportunities for high school guidance counselors to meet personnel managers from local industry, with the responsibility for the establishment of a liaison resting with the individual counselors. In order to increase the placement information available to students, Employment Information Day was instituted for each of the seven counties. Further plans for the development of the placement capability within the program include the development of a data bank of available jobs and educational programs. This project is being performed in conjuction with the New York State Employment Service, the Department of Commerce, the Department of Labor, BOCES, and Community Colleges in the seven-county area.

ADMINISTRATION

Administrative support for the career education program is visible throughout the Mid-Hudson area and support for the concept of career education is apparent all the way to the state level. The State of New York has provided direct support through cooperation with several state agencies in the conduct of the program and indirect support through public expressions of interest in the career education concept. The State Plan for the Administration of Occupational Information for fiscal year 1972 placed a strong emphasis on career education. Direct support has come from the New York State Department of Education which has published materials developed by the Mid-Hudson program and distributed them to all public and nonpublic elementary schools across the state. There are plans at present to extend this cooperative dissemination function into the secondary area within the coming year.

Support for the program at the local level is manifested in the area commitment to the programs support. One of the objectives of the program has been to develop a demonstration model for career education which could be implemented in wider settings. The school districts in the area have supported the pilot programs, identified funds for a director of career education, and, in some cases, anticipated the carry-over from the pilot schools into the remainder of the system by implementing the resource guides which have been developed on a district-wide basis. Preparations for the extension of the pilot program into the rest of the system have already begun with one school district already having designated funds for support of the program.

The Mid-Hudson Career Development and Information Center, currently located in Pleasant Valley, New York, serves all the districts now involved in the program. The Center has an Advisory Board, an Executive Committee, a Director, an Associate Director, a Pilot Program Coordinator, and a Video Technician involved as part of the program. The Director is responsible for the coordination and implementation of all project activities, and, in addition, is responsible for seeking financial support for the project. The Assistant Director bears the responsibility for staff supervision and the direction of the development of the software used in the program. Liaison with the teachers in the pilot schools is handled primarily by the Pilot Program Coordinator. The Coordinator spends one day per week in each pilot school district assisting teachers in the effective use of the curriculum guides, occupational monographs, video tapes and films. The Video Technician services the audio-visual equipment, and schedules the distribution of equipment and tapes.

At the local level, support is provided within the individual school systems through the cooperation of district superintendents, principals, and the teachers and counselors. Teachers have been allowed released time to assist in the preparation of the vocational development guides and arrangements have been made with local universities to provide credit courses to help train personnel in the program.

PROGRAM RESOURCES

Personnel Resources

The Administrative Staff of the Career Development and Information Center form the principal program resource, and together with the teachers, counselors, and administrators in the pilot schools they form the backbone of the program. However, the human resources available to the program are not restricted to these people alone. The Chief Occupational Analyst of the New York State Department of Labor administers a training course for guidance counselors in the proper use of Occupational Monographs. The Mid-Hudson area community has contributed to the program in a variety of ways. The Mid-Hudson Industrial Association (MHIA), for instance, has contributed to industry-education cooperation through involving its members actively in the projects developed by the Center. Members of the MHIA serve on committees as consultants and advisors and have furnished job training sessions for both teachers and students. Two radio stations in the area have produced the "Careers on the Air" program sponsored by the Center.

Inservice Training

There is a variety of inservice experience available for teachers and counselors in the Mid-Hudson program. These experiences range from demonstration lessons in the classroom provided by the Pilot Program Coordinator to graduate courses available at local universities. The program offers an inservice course for teachers entitled "Vocational Development K-9" which may be taken on an 8, 13, or 15 week basis. There is a comparable course for counselors entitled "Vocational Counseling Information and Techniques" which is offered on a 15-week basis. A Community Resources Workshop is available for 100 teachers in a planned program of exploration of local industrial resources, and a Curriculum Writing Workshop for 20 teachers follows summer employment for four weeks in local industry. The Center has also developed various courses in conjunction with the State University College at New Paltz, St. Johns, Fordham and the University of Rochester. Presently, they are working with community colleges in the area.

Physical Resources

A central depository has been provided for the career education program to provide storage space for a variety of materials. The program has 18 video tapes and accompanying lesson plans which are available for teachers in the area. There are also a number of commercially produced video tapes maintained on file for the program. Sets of occupational monographs are available for use within the program, as well as the curriculum resource guides, material for the "Technology for Children" classes, various inventory questionnaires, and a wide range of filmstrips, booklets, books, and pamphlets.

PROGRAM-COMMUNITY INTERACTION

The Mid-Hudson program uses a variety of formal and informal mechanisms to maintain an ongoing relationship with the surrounding community. The Executive and Advisory Committees, the Speakers Bureau, and a symposium of 40 business, industry and educational leaders provide a formal link with the community. Cooperation with the local Chambers of Commerce, State Government agencies, newspapers, and local radio stations helps maintain a less formal but effective system of liaison with the Mid-Hudson area. One of the principal links with the community comes through the cooperation between the program and the Mid-Hudson Industrial Association. The extent of this cooperation is reflected in the fact that the National Association of Manufacturers has issued a public report endorsing the appointment of coordinators for industry-education cooperation within both the U. S. Office of Education and the individual State Departments of Education. The Career Development and Information Center was itself the recipient of an award as the outstanding example of industry-education cooperation in the Nation for the year 1971. The program has also been cited for excellence by various individuals and groups, such as, the School District Administrators Newsletter, the New York State Vocational Guidance Newsletter, and Robert Happock in Best Books of 1971 on Vocational Guidance.

An outstanding characteristic of the program has been the consistent effort to involve people from outside the school system in the activities of the program. Families are involved in the program as members on Advisory Committees, and as participants in such program features as

Family Day. Local industry has been involved in the program by providing speakers for the schools and through participation in Employment Information Day and Family Day, as well as through the cooperation of local news media. This spirit of cooperative involvement carries through to the State level with the involvement of the Departments of Labor and Commerce in the overall conduct of the program.

EVALUATION

The evaluation of the career education programs in Mid-Hudson took different forms in the various pilot schools involved in the program. These evaluations focused on students, teachers, guidance counselors, administrators, the curriculum guides, Mid-Hudson Occupation Monographs, Employment Information Day and vocational counseling. The Vocational Development Inventory, Crites' Vocational Development Inventory and composition writing were used in some cases to measure student knowledge and occupations.

In two pilot schools, video tapes were made of control and experimental group discussions both before and after the implementation of the program. In these discussions, teachers asked their students to respond to a predetermined set of questions about work. The students, in some grades, were also asked to list as many occupations as they could and to write a composition.

Among the evaluations' findings were the following:

(1) The experimental group was more responsive to questions about careers.

(2) The experimental groups generally made greater improvement than the control group in their ability to list occupational titles.

(3) Students in the experimental group gave more mature reasons for selecting jobs.

(4) The experimental group had a better knowledge of the requirements for the jobs they chose.

A number of techniques were employed to evaluate the school staff's performance and attitudes. Teachers in the experimental and control groups were given questionnaires (partially developed by Harold Munson) designed to measure the amount of career education taught in the classroom and teacher attitudes toward career education. The questionnaire was administered before and during the implementation of the program. During the school year, representatives of the Career Center observed segments of lessons from both the experimental and control groups and made a count of the number of teacher references to vocational development material. Some teachers were further asked to complete an Occupational Guides Evaluation Questionnaire in order to determine the student and teacher reaction to the occupation guides which had been made avilable for classroom use. Counselors were asked to assess the present vocational counseling program, the inservice training courses they took, and the guest speakers invited to present counseling information and discuss counseling techniques.

The objective of Employment Information Day was to make workbound high school seniors aware of the employment opportunities in their county. According to questionnaires, students, counselors, and employers generally felt that the experience helped students get a more complete exposure to the world of business and give them the feeling that many local employers were interested in their occupational future.

BUDGET

Personnel costs - (5 staff members):	
Director, Assistant Director, Secretary, Pilot Program Coordinator, and Video Technician.	$ 65,000
Equipment:	
Video equipment - cameras, video tape, tape recorders, monitors, film strip projectors, tape recorders, etc..	14,000
Contracted Services for staff development:	
Payment for teacher writers for development of curriculum guides, consultant costs for teachers training workshops and inservice courses	15,000
Office expenses:	
telephone, office supplies, printing costs, postage, etc.	4,000
Fringe benefits:	
Social Security, retirement, etc..	12,000
TOTAL BUDGET APPROX	$ 110,000

CONTACT PERSON AND VISITATION TIMES

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NEW ALBANY SCHOOL DISTRICT
New Albany, Mississippi

Documentation of Career Education Program

Site Team

Gordon I. Swanson, Leader
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INTRODUCTION

The "Career-Centered Curriculum Project" described in this paper is located in the schools of the New Albany Municipal Separate School District, New Albany, Mississippi. The New Albany School District serves an area of approximately 75 square miles including the town of New Albany and some of the surrounding rural area. New Albany is a town of approximately 7,000 persons located in the Northeastern part of Mississippi, situated in the center of Union County and on the banks of the Tallahatchie River.

Although Union County, in which New Albany is located, ranks 67th in County area size in Mississippi and 43rd in population, it is one of Mississippi's wealthiest areas on a per capita basis. New Albany has 13 busy and prosperous major industries, including the world's largest upholstered furniture manufacturing plant under one roof, a manufacturer of refrigeration equipment, a commercial fertilizer plant, an egg grading plant, and a number of wearing apparel plants.

The New Albany School District operates an Early Childhood Center, two non-graded elementary schools, one middle-school (grades 6-8), and one high school. The District has around 200 students in the pre-school program and 2,000 students in grades 1-12. The elementary and middle schools have approximately 400 students enrolled. The high school has around 550 students enrolled. Approximately 200 students enter the first grade each year with around 115-120 students graduating from high school. All of the students in the school district participate in the career education program.

With several higher education institutions nearby, including the University of Mississippi only 30 miles away, close to 60 percent of the high school graduates go on for further education.

Prior to 1970, opportunities for career exploration and vocational education were very limited. Some business education, industrial arts, and home economics programs were provided but few other specific occupationally centered opportunities were available. The present program grew in response to a felt need in the School District and was stimulated by funds available through the Mississippi Department of Education.

The career-centered curriculum approach is consistent with the expressed philosophy of the School District. Implicit in the philosophy is an equality of educational opportunity for a wide range of students which is based upon opportunities for learning about and exploring occupational opportunities through a career-centered curriculum.

GOALS AND OBJECTIVES

The general goal of the program is to assist students both in making a meaningful career selection and in preparing for a career. The primary objectives of the career-centered curriculum project are:

1. To develop and implement a career-centered curriculum program as an integral part of the curriculum.
2. To incorporate into this curriculum a program of guidance, placement, and follow-up that will be available to all students and prospective students in grades 1-12.
3. To provide in-school students with career education that will develop a salable skill or preparation to enter college.
4. To establish a program of local planning and evaluation.

Concepts, approaches, activities, and materials used to reach these goals and objectives are constantly being evaluated by the administrators, teachers and project staff in the School District. Evaluation to this point has been mostly through observation and informal discussions with students, teachers, administrators, parents, and business and industry personnel.

EDUCATION PROGRAM

The career education program in New Albany is based on the concept that both academic and vocational areas of instruction are a part of career development. When an individual receives vocational instruction, he moves further into career development. Not so obvious is the fact that when an individual receives academic instruction he also moves toward an ultimate career choice. This supports the centering of all education around career development.

Career development in the view of the New Albany School District, is closely tied to the perception that an individual has of himself (the kind of occupation a person pursues reflects his self-concept).

Any strengthening of the capacity and motivation for self-understanding enhances career pursuits. Persons with inaccurate self-evaluations tend to make more inappropriate career decisions than persons with accurate self-evaluations. All other things equal, an accurate understanding of one's self should correspondingly enhance career decision making. This project uses intensive testing and guidance at all levels (K-12) to aid individuals in joining self-insight and accurate self-concept.

The central thesis of the project is that career development is a process. The process is a series of increasingly wiser and more specific choices that become realistic through the development of a self-concept and of an understanding of the world of work. The program is divided into four segments: (1) awareness, (2) explanation, (3) preparation, and (4) entry and advancement.

Awareness. The awareness period extends to about the age of eleven, or the sixth grade. This is the important period in which the "style of life" of an individual is established. Many things influence the development of an individual's style of life--particularly, the environment of the school and home. Among others, attitudes about work make up the life style. This emphasizes the necessity of aiding children in developing attitudes conducive to success in the world of work. Some of the aspects of awareness that the project attempts to develop during this period are: (1) that there are different kinds of work, (2) that interests and abilities affect work, (3) that occupations have both advantages and disadvantages, and (4) that people should be respected for the work they do. This project uses reading, arithmetic, art, and other common elementary grade studies as vehicles for teaching about the world of work. Self-concepts are developed through counseling, the use of various psychometric instruments, and other guidance techniques.

Exploration. The exploration period extends from about age twelve to fourteen or grades seven through nine. In this period, four major functions are accomplished by the school:

(1) Provide opportunities for the development and implementation of accurate self-concept.

(2) Teach decision-making skills.

(3) Provide vocational information and exploratory experiences.

(4) Help students choose and locate appropriate curricula, or jobs.

In this project, there are two parts to the exploration period. These relate to the nature and depth of the instruction to be provided. The first part provides a broad survey of the world of work; the second, an in-depth orientation to work through a variety of highly relevant participatory experiences.

Preparation. The preparation period may vary considerably in length and intensity. It may begin in grade ten (about age fifteen) and extend through grade twelve for those wo do not receive additional occupational preparation beyond high school. For others, it may extend through a two-year post secondary program, or beyond. The preparation period begins with instruction in broad areas and clusters of occupations, and becomes more specialized as the training progresses. Students may move into the world of work at any time they are qualified during the preparation period. Those students that drop out of school prior to the preparation will have some knowledge of the world of work. However, those who remain and receive specialized training will enter the more highly skilled occupations and will be better prepared to cope with the changes and complexities in work.

Entry and advancement. Upon the completion of the career-centered education program, or at any time students drop out of school, services are available through the guidance counselors to assist students in securing a job. At present, there is no formal student placement program although there are plans to include such a program at a later date. In place of a formal program, the counselors maintain a list of job opportunities and a record of the students' training and interests to assist the students in becoming placed in jobs for which they are prepared. A survey of local businesses and industries has been conducted to build a list of available positions for use in assisting students to find part-time jobs as well as to provide information to graduates. A program is to be developed to follow up all students for a period of at least five years and, where needed, they will be encouraged to participate in continuing education in order that they may advance to their maximum abilities. Continuing vocational education will be provided by the schools to enable these people to continue to upgrade themselves.

The program services for career development is provided through six schools that provide the different segments of the development. The schools involved are an early childhood development center, two elementary schools with non-graded primary and intermediate segments, a junior high school, a high school, and an area vocational school center. A junior college and several senior colleges are also available for students but are not a part of the local education agency.

The implementation is based on the following structure:

(1) K-6 - Regular non-graded program used as a vehicle for teaching about the world of work.

(2) 7-9 - Survey of the world of work and job orientation.

(3) 10-12 - Training in occupational clusters and pre-vocational training.

(4) 13-14 - Specialized occupational education at the post-secondary level.

The prime method for providing occupational awareness is through the use of all of the regular teachers in every grade level. The system considered the use of specialized teachers of occupational awareness, but discarded the idea in preference to a completely integrated curriculum using regular teachers.

In order to ascertain that the objectives at each grade segment are being attained there are quarterly progress reviews reported. Close observation by supervisors and coordinators assure that objectives are adequately met. Regular meetings are held with the superintendent, principals, and project staff. Feedback is encouraged from parents as well.

Guidance services are provided through specialists in the junior high, high school, and the vocational school. There is one full-time counselor at the junior high school, a part-time counselor at the high school, and a part-time counselor at the vocational school. The vocational school counselor spends two days each week at the high school. Guidance is integrated throughout the system and each teacher is encouraged to assist students in educational and personal needs.

One unique feature of the program is the full utilization of all the resources of the school system to integrate career education into the instructional program of a small local educational agency. Another feature is the non-graded program in the grades 1-5 in which job concepts are the central focus of all educational activities. The enthusiastic support of the staff is an obvious base for the apparent success of this project.

Other unique features of the program are the early childhood program, modeling of the curriculum to fit the needs of students, the vocational education center, and the concept of career development as a developing process.

ADMINISTRATION

The commitment to career education in the New Albany School District is reflected throughout the administration. The Board of Education has provided clear support of the career education concept. The Board's attitude is reflected in its willingness to make the initial acceptance of an exemplary-type project from the State Education Agency and in the many subsequent steps necessary for the growth of the program, such as the expansion of staff and the development of an increased interaction between the school system and the community.

The program relies on strong administrative leadership centered in the Superintendent of Schools and assisted by mutually reinforcing leadership roles among principals and program directors. The administrative and program leadership is strong and effectively focused. The career education program is in charge of a Director who reports to a Director of Vocational Education for program activities and to the Superintendent of Schools for budgetary purposes. Although these lines of reporting are not distinct, they are effective and both leadership and responsibility are accepted throughout the system.

At its present stage, the program has moved vigorously toward the achievement of short-range goals. The school has not had time to reflect on long-range plans, however it is moving toward a long-range commitment. The school-community interaction provided within the program as well as other elements of the program should establish the program as a normative expectation within the area served by the school.

PROGRAM RESOURCES

The staff allocated to career education includes a full-time director, an elementary coordinator, a middle grades coordinator, and one secretary. In addition, some time is given to the project by the superintendent, the early childhood director, two elementary school principals, the middle school principal, the high school principal, and the vocational director. The deployment of personnel resources for career education in New Albany is unique and exemplary. Since the program is integrated into the entire curriculum, every teacher is included along with the principals, program personnel, and guidance staff.

Inservice training was provided for three days during the orientation period prior to the present school year. Informal approaches have been used during the year.

Physical resources include every classroom, an early childhood center, a suite of offices for the career education project personnel, and a new vocational education building. Community resources have been surveyed and the school has been in close touch with all community agencies. The community is being exploited to assist in career education. Although no specific financial projections have been made for the program, these are implicit in the school and community commitment.

PROGRAM-COMMUNITY INTERACTION

Extensive use is made of the local weekly newspaper and the daily newspaper from a nearby town to keep the community abreast of the program. Presentations have been made to all the major civic organizations in the community. Businesses and industries have been involved through occupational surveys, towns furnishing resource people for the program, placement centers for cooperative eduation students, etc. Parents have been used extensively in "sharing their careers" with groups of students. The School Board has been actively involved in the program as well as the vocational education advisory committee and other advisory groups.

EVALUATION

The evaluation of the New Albany Career Education Program consisted of a recently conducted teacher survey. Teachers indicated in a 20-item questionnaire their attitudes toward career education, the nature of their classroom instruction in career education and their opinion of the impact the career education program has made upon the students. Teachers in general had positive attitudes toward career education and felt it to be a sound educational philosophy.

BUDGET

RESEARCH PROJECTS (PILOT)
IMPLEMENTING A CAREER-ORIENTED CURRICULUM IN GRADES 1-12
BUDGETED FOR
LOCAL PROJECT OPERATION
NEW ALBANY SITE
1971-1972

	EPDA	LOCAL	RESEARCH	TOTAL
A. SALARIES:				
Local O.O.P. Educator	$5,084	$3,050	$	$ 8,134
Local O.O.P. Teacher (1-6)		3,150	4,650	7,800
Local O.O.P. Teacher (7-9)		3,050	4,750	7,800
Local Secretary			3,375	3,375
TOTAL	$5,084	$9,250	$12,775	$27,109
B. EMPLOYEE BENEFITS:				
Social Security	265	481	663	1,409
Retirement	229	417	574	1,220
TOTAL	$ 494	$ 898	$ 1,237	$ 2,629
C. TRAVEL:				
Local O.O.P. Staff (3)			1,000	1,000
Local School faculty attending special training & Orientation 100 @ $25/day for 4 days	10,000			10,000
TOTAL	$10,000		$ 1,000	$11,000
D. SUPPLIES:				
Instructional		1,250	8,634	9,884
Office	225		775	1,000
TOTAL	$ 225	$1,250	$ 9,409	$10,884
E. COMMUNICATIONS:				
Postage	326			326
Telephone	150			150
TOTAL	$ 476			$ 476
GRAND TOTAL	$ 16,279	$11,398	$24,421	$52,098

CONTACT PERSON AND VISITATION TIMES

Contact person:	Mr. Dalton Anthony, Director New Albany Vocational Center P. O. Box 771 New Albany, Mississippi 38652 (601) 534-6223
Visitation times:	Wednesdays and Thursdays Please contact Mr. Anthony at least two weeks in advance

PONTIAC SCHOOL DISTRICT
Pontiac, Michigan

Documentation of Career Education Program

Site Team

Cas Heilman, Leader
June V. Gilliard
Donald Hogan
Allen B. Moore

INTRODUCTION

> There are approximately 21,300 students (K-12) in Pontiac, Michigan--all 21,300 are considered Career Education students. The traditional stereotypes of general education and vocational education have all but disappeared from the scene.

This quote from a recent publication exemplifies the philosophy of career education in the Pontiac School District. This philosophy has been developing in the district in recent years, but came to the forefront in 1971 when Pontiac was selected along with five other districts in the nation by the U.S.O.E. and The Center for Vocational-Technical Education to develop the Comprehensive Career Education Model (CCEM). Evidence of the commitment to career education is explicit in district publications, administrators' orations and most importantly the district's school board adoption of the cooperative activities within the Comprehensive Career Education Model (CCEM) development.

Pontiac is located approximately 40 miles north of Detroit. It is a highly industrialized urban community of nearly 100,000 which is highly dependent on the automobile industry for its economic growth and stability.

Recent school reorganization of attendance areas at the elementary and junior high schools has been part of the district's integration plans. This reorganization has established a racial distribution of the approximately 37% black, 5% Spanish-American and 58% white students in the Pontiac area.

Pontiac has made continuous progress in the development of vocational education programs at the senior high level in recent years.

Since 1967 there has been rapid growth in vocational and exploratory programs, and particularly during the past 2 years there has been increasing momentum due to supplementary funds from exemplary projects, CCEM, and nearly four million dollars from sources such as OEO, ESEA and EPDA. During the past 2 years Pontiac has developed programs in career awareness and exploration at the elementary and junior high levels. These activities are currently in operation as an exemplary program under Part D of the 1968 Vocational Education Act Amendments. The CCEM has brought additional resources, both financial and personnel, to assist in the total program development. The Northeast Oakland Vocational Center area school for grades 11 - 12 and evening students also serves to facilitate the career education programs in Pontiac.

GOALS AND OBJECTIVES

The guiding statements of goals and objectives for the Pontiac public schools career education program, by grade levels, are as follows:

Grades 1 - 6

To develop in pupils attitudes about the personal and social significances of work; to develop each pupil's self-awareness; to develop and expand the occupational awareness and the aspirations of the pupils; and to improve overall pupil performance by unifying and focusing subjects around a career development theme.

Grades 7 - 8

To provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles.

To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for in-depth exploration at the ninth grade level.

To improve the performance of students in the basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

Grades 9 - 10

To provide in-depth exploration and training in one occupational cluster, leading to entry-level skill in one occupational area and providing a foundation for further progress, leaving open the option to move between clusters if desired.

To improve the performance of each student in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around his career education cluster.

Grades 11 - 12

To provide intensive and specialized preparation in a selected occupational cluster, or in a specific occupation, in preparation for job entry and/or further education.

To increase the student's motivation to learn by relating his studies to the world of work.

To provide intensive guidance and counseling, in preparation for employment and/or further education.

To insure placement of all students, upon leaving school, in either: a job, a less than baccalaureate postsecondary program, or a baccalaureate program.

To maintain continuous follow-through of all dropouts and graduates and to use the resulting information for program revisions.

PROGRAM ACTIVITIES

The Pontiac School District program offers a set of activities from the kindergarten through the senior high school levels and includes a cooperative effort with the Northeast Oakland Vocational Education Center. Within the program, the early grades emphasize occupational awareness; the middle grades, occupational exploration; and the upper grades concentrate on skills training.

Kindergarten

Activities at the kindergarten level are built around "the family" and "what the family does." They include role playing,field trips, films, and classroom activities.

Grade 1

At the first-grade level, teacher units focus on the "school setting," an occupational awareness of the jobs in a school. Student learning activities include role playing, films, classroom experiences, and field trips. Such activities are planned by the classroom teacher with assistance and supportive service from elementary school counselors.

Grade 2

Activities at the second-grade level are expanded to include the orientation and introduction of the "neighborhood concept." At this level, the program begins a basic integration of subject matter with the world of work. Student activities include role playing and the construction of a community setting. Teachers and counselors cooperate in directing the activities of the program.

Grade 3

At grade three, the career education focus is expanded to orient students to the "community in general." Curriculum relationships to the world of work are emphasized. Teachers and guidance personnel jointly plan and direct the classroom activities, field trips, films, role models, and other teaching methods.

Grade 4

At the fourth-grade level, students begin to identify "life styles" of people and are directed toward identifying "why" people work as they do. Both teachers and counselors plan and direct student activities. Emphasis is placed on more detailed field trips, classroom work, and films. Included in the students' experiences are activities designed to identify how their school subject matter relates to the world of work.

Grades 5 and 6

At this level, the program focuses on a more in-depth orientation to the world of work which includes a basic introduction to the U.S. Office of Education's 15 defined occupational cluster areas. The classroom activities, field trips, films, and other techniques are centered around the cluster areas. A stronger effort is made to interrelate specific subject areas to the world of work. Guidance activities designed to enhance the students' self-concept are also stressed. At the fifth- and sixth-grade levels, students are encouraged to participate in special interest groups, after-school activities, and other school-related activities designed to strengthen the career education focus.

Sample Units

Examples of unit areas of instruction, by elementary grade level, are:

Kindergarten.

Work
Introduction to Jobs in School
Introduction to Jobs at Home
Adult Workers on Our Street

First grade.

Learning
Education
School Personnel
Job Application
Suggested Careers for Study

Second grade.

Education and the World of Work
Levels of Job Skills
A Look at My Education
Where Do We Go From Here?
Suggested Careers for Study

Third grade.

Who am I?
A Study of Me in School
A Study of Me at Home
When I grow Up, I want to be . . .
Suggested Careers for Study

Fourth grade.

Work at Home
Work in School
Exploring the World of Work

Fifth grade.

Work Habits
Exploring the World of Work

Sixth grade

Looking for a Job
Exploring the World of Work

Junior High Level

World of Construction and World of Manufacturing programs have been set up in Pontiac at five junior high schools. Pupils in the World of Construction program explore all of the steps necessary to construct a building, beginning with surveying and mapping land surfaces. They prepare working drawings, estimate costs, and schedule operations. They then work in small groups to build a modular structure, complete with roof, siding, wiring, plumbing, and trim.

The World of Manufacturing program is designed to help youth understand the basic concepts of manufacturing technology. Students work together in using tools, materials, and techniques to produce products that represent, in principle, many products produced in a factory or plant. Students learn how industry integrates men, machines, and materials into efficient production systems. The study focuses on the management, personnel, and production techniques of manufacturing.

All seventh- and eighth-grade students are exposed to some area of vocational education including such areas as World of Construction, World of Manufacturing, drafting, arts and craft, and homemaking. In the ninth grade, students select their own courses in these areas according to their furure career interests.

Each ninth-grade student at Madison Junior High School is exposed to 2 hours of group guidance each week. One hour is an assembly where programs are planned by students and counselors. The semester is planned around "Planning Your Future." Programs on values, aptitude, and vocational information are presented, involving role models, panel discussions, and movies. These are followed by an hour of discussion or group interaction.

All junior high schools are setting up programs to prepare sixth-grade students for junior high school. These programs include: parent nights, visitation to junior high schools, visits by junior high students to feeding elementary schools to explain their program, and counselor visitations. Jefferson Junior High School has developed a questionnaire to determine student interests in vocational planning, to be followed by field trips or representatives coming in to talk to students about these interests. Kennedy Junior High School has developed occupational material according to subject areas in the curriculum, and each teacher can use this material to relate occupations to the subject he is teaching.

One-year prevocational programs are offered to students at the ninth-grade level in the areas of home economics, business education, industrial arts, drafting, graphic arts, metals, woods, and arts and crafts. They are available to all students wishing to enroll.

Senior High School Level

The following types of courses are offered at the two high schools and the Northeast Oakland Vocational Education Center (N.E.O.V.E.C.).

Business and Office Occupations

Marketing and Distribution Occupations
   Introductory courses
   Advanced classes and work experiences

Communications and Media Occupations
   Graphic Arts, Printing, Radio and TV

Consumer and Homemaking

- Education Related Occupations
  - Academic preparatory classes
  - Co-op Teacher Aid
  - Youth Tutor Youth
  - Neighborhood Youth Corps
  - Day Care

- Public Service Occupations

- Health Occupations
  - Introductory course
  - Co-op and Special Education

- Hospitality and Recreation Occupations
  - Broad exposure to Recreation through P.E.

- Personal Service Occupations
  - Cosmetology, Clothing Services
  - Food Service, Waiter, Waitress

- Agri-Business and Natural Resources
  - Co-op in Landscaping, Nursery, Florist
  - Academic Science

- Marine Science Occupations
  - Academic Science
  - Marine and Small Engine Repair

- Environmental Control Occupations
  - Academic Science

- Fine Arts and Humanities Occupations
  - Art, Vocal Music and Instrument Music Programs

- Construction Occupations
  - World of Construction
  - House Building Project

- Manufacturing Occupations
  - World of Manufacturing

- Transportation Occupations
  - Auto Mechanics, Auto Body Repair, Driver Education

Placement - High School Co-op Programs

Nine part-time coordinators carry the major responsibility for the operation of Pontiac's Co-op Programs. They seek out training stations for the students in the business community and match the students and the employers at regular intervals during the semester. To qualify for the Co-op Program, a student must be 16 years of age or older, have a good attendance record, and indicate an interest in the occupation as a career. Through the Co-op Program, over 800 students have been placed during the past 2 years; the placement offices have assisted about 400 students to obtain jobs and issued over 1,700 work permits; about 400 of the 1969 graduates pursued post-high school training; and over 600 were employed.

The occupational areas in the Co-op Program are distributive education or retailing, office, and trade and industrial; and food service, child care, and health service which combine to form a Home Economics Co-op. The students spend 2 to 4 hours per day in a "classroom about town" work setting, and approximately 3 hours at school studying a job-related course and other courses such as English and civics required for graduation. The student's work experience is guided by a training plan developed cooperatively by his coordinator and employer. Approximately 450 students are involved in Pontiac's various Co-op Programs.

Northeast Oakland Vocational Education Center

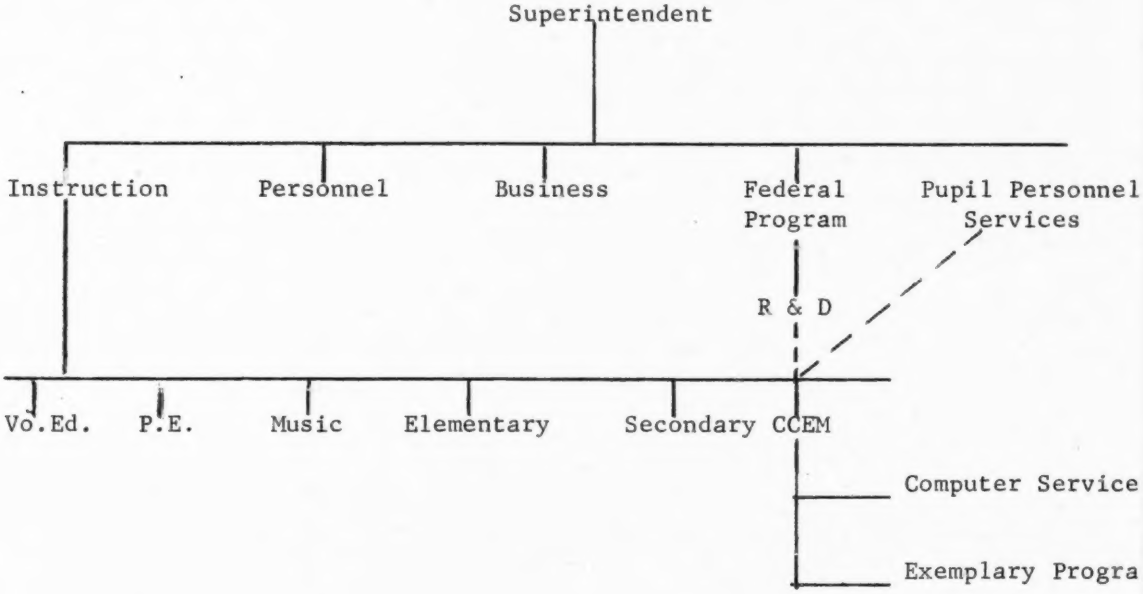
The two high schools in Pontiac are served by the Northeast Oakland Vocational Education Center, a five-school district area institution designed to prepare 11th- and 12th-grade students for employment in specific occupational areas. Students spend half of their day at the Vocational Center and the other half at their home school earning credits for graduation. Instructional areas at the Center include appliance repair, auto body repair, auto mechanics, building construction, child care, clothing service, food service, cosmetology, display, distributive education, fluid power, heating and air-conditioning, industrial electricity, marine and small engine, refrigeration and welding. The center is also open in the afternoons for special programs, including programs for dropouts and special needs students. In the evening, the center provides related instruction for persons enrolled in apprenticeship and technical programs through area industries.

Placement of students trained at the center is a cooperative effort between instructors at the center and the center's counseling department. Coordination is the responsibility of the counseling department, with the major efforts directed toward placement of students by instructors in specific occupational areas. Instructors are allotted placement time to locate appropriate job positions and to assist the student in securing jobs.

Project Growth is a vocational training program for non-high school graduates and adults. The program is based at the Northeast Oakland Vocational Education Center (NEOVEC) where students can enroll in any one of nine vocational classes and also receive training in mathematics and reading. The program also has three instructional classes at Pontiac Northern High School. Project Growth is designed to help the non-high school graduate to make a choice of vocation and adults to enter a different vocation from the one they are in. Students receive 40 weeks of training for 4 days a week. Two days are spent in vocational class, 1 day in the math class, and 1 day in the reading class. Students are placed in a job once they have completed their training. The apprentice curriculums for Pontiac schools include: Auto, Truck and Trailer Repair; Die Designer; Die Maker; Draftsman Designer; Experimental Auto (Product Engineer Layout and Assembly); Industrial Carpenter; Industrial Plant Electrician; Instrument Repair; Machine Repair; Metal Hardner; Millwright; Pattern Maker (Metal); Pattern Maker (Wood); Pipe Fitter; Tinsmith; Tool Designer; Tool Machinist - All Around; Tool Maker and Jig and Fixture; Welder; Wood Model Maker; and Air-Conditioning and Refrigeration (Industrial).

ADMINISTRATIVE ORGANIZATION

The administrative organization has built in linkages for articulating the career education component of the district with the CCEM. This organization, while tentative and adaptive to change, is shown in the following diagram:


Superintendent
Instruction
Personnel
Business
Federal Program
Pupil Personnel Services
R & D
Vo.Ed.
P.E.
Music
Elementary
Secondary
CCEM
Computer Service
Exemplary Progra

PROGRAM RESOURCES

Staff

Administrative staff for the career education program includes a director for the exemplary vocational education program and a director and staff for CCEM. Resource persons from the pupil personnel staff, the research and development staff, and Ohio State University have been used for program development and implementation.

Inservice Training

Inservice training for staff development has been made an integral part of both the CCEM and the Exemplary Vocational Education projects. Prior to its start, the exemplary program provided a ten-day training program for eight counselors and approximately 37 social studies and language arts teachers. One of the major thrusts of the inservice program was the training of counselors in techniques of personal counseling for enabling elementary school pupils in the development of self-concept and career awareness. Secondly, the inservice program included training in the development of curricula for career education, K-12.

The inservice training for CCEM consisted of a two-week workshop for school administrators, teachers and parents. A major purpose of the workshop was to introduce the concept of career education and to develop the broad base of commitment necessary for the implementation of a comprehensive career education program. Out of this workshop approximately 11 teachers were selected and given complete release-time from classroom duties in order to participate in an intensive inservice program to be conducted during the 1971-72 school year. Aside from being provided extensive training in instructional techniques, these teachers, along with several parents and students are presently engaged in developing instructional materials which ultimately will become the career education curriculum for the Pontiac schools.

Several instructional units developed by this nucleus curriculum group are now being piloted in several of the schools. Classroom teachers currently involved in the pilot programs are provided one-day inservice and continuous supportive services by the members of the curriculum development team. The Research and Development staff recently conducted a survey concerning teacher attitudes toward career education. The results of this survey will be used in determining inservice needs and the structure of future professional training programs.

Facilities

The career education program is presently being carried out with existing facilities. While no new facilities have been constructed specifically for career education, it should be noted that the school district has available a relatively sophisticated computer assistance system which will greatly facilitate the extension and development of the personal counseling concept incorporated into the program. Additionally, the program and facilities of the Northeast Oakland Vocational Education Center are easily accessible to students in the Pontiac schools.

Community Resources

Members of the business and industrial community serve on advisory committees for the Exemplary Vocational Education program, for CCEM, and for each of the programs offered within the regular vocational education program. Representatives from the community are invited to talk with pupils concerning opportunities within the various occupational clusters being studied. Businesses and industries in the community also serve as sites for field trips and for placement of pupils seeking part-time and full-time employment.

COMMUNITY INTERACTION

Prior to beginning the career education program, the Pontiac School System had already established advisory committees for each of the vocational education programs offered. Within the framework of E.S.E.A., Title I, a model for establishing community advisory committees was also developed. This model consists of the following components:

1. An advisory committee of from 15 to 20 members for each of the four clusters of schools housing grades 1 - 6.
2. Two Zone Advisory Groups for schools housing grades 7 - 9, each composed of 18 members--six elected representatives from each of the three schools included in the zone.
3. An Area-Wide Advisory Committee consisting of 18 members--three elected representatives from each cluster and each zone advisory group.

Inasmuch as the career education program involves grades K - 12, the existing school-community network was expanded to include advisory committees for the senior high school.

In January 1972, a Parent Coordinating Committee (PCC) consisting of representatives from all of the areawide advisory committees, including those for the Exemplary Vocational Education Program and CCEM, was organized. A major function of this committee is to act as a sounding board for new programs proposed by the district and to assist in coördinating new programs with those already operating in the Pontiac schools.

In addition to being on advisory committees, parents serve as working members of the curriculum development team for the CCEM program.

The Pontiac school system has also utilized mass media (newspapers, radio, etc.) and printed brochures to disseminate information concerning the career education program.

EVALUATION

West Michigan University performed a third party evaluation of the Pontiac Career Education Program during the 1971-1972 school year. Using Stufflebeam's Context Input Process Product (CIPP) model, the evaluators gathered information in such areas as student interest in careers, student self concept, student knowledge of occupations, and teacher and parent attitudes toward career education. This data was collected at the beginning and end of the school year from persons in the treatment group and an outside control group.

The evaluators concluded that the students in the treatment group possessed a greater occupational awareness, a more positive self concept and a greater interest in school. A more detailed description of this evaluation will soon be available.

CONTACT PERSON AND VISITATION TIMES

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Program Director
NE Oakland Vocational Center
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Pontiac, Michigan 48058
(313) 334-3595

Visitation times:

Please contact Mr. Rochow at least two weeks in advance

RENTON SCHOOL DISTRICT #403
Renton, Washington

Documentation of Career Education Program

Site Team

Arthur M. Lee, Leader
Steve Stocks
Allen B. Moore

INTRODUCTION

Renton School District #403 has 18 elementary schools, three middle schools, and three high schools. The district includes the city of Renton and its environs, an area of 37 square miles on the south shore of Lake Washington and 12 miles from the center of Seattle. Ordinarily one of the wealthiest school districts in the county with the Boeing Aircraft Company its largest taxpayer, Renton has enviable physical facilities and equipment but limited operating funds. There is no evidence of cutting back on program development because of economic reverses accompanying the aircraft industry's recession, but rather a determination if anything to move ahead even more aggressively in its career education program.

Some elements of the career education program at Renton were there before 1970. A multi-district "occupational versatility program" in the middle school began with a year of planning in 1969. An excellent vocational-technical institute was in operation. The industrial arts curriculum at Renton High School had been overhauled to include photography, graphics, electricity-electronics, power mechanics, home mechanics, and plastics as well as the traditional woods, metals, and drawing. Some of the instructional personnel who are providing leadership in the new total career educational program were on the scene.

The real beginning of Renton's new career education program, however, dates from July, 1970, with the arrival of the present superintendent. The new superintendent brought with him a director of vocational programs with considerable experience. These two administrators have identified persons already in the district with ideas and initiative in career education and have given them strong support. Two persons in particular helped develop the basic concept, wrote the proposal, and now help direct the Renton Middle School Diversified Occupations Program. The evidence is unmistakable that career education in the Renton School District is being developed through the determination and concerted efforts of particular individuals.

GOALS AND OBJECTIVES

The prevailing educational philosophy of the Renton School District is expressed in a statement over the signature of the superintendent on proposals submitted to the State Superintendent of Public Instruction and other documents: "Renton School District #403 is formally committed to developing and implementing a total career development program on all grade levels throughout the entire school system."

It is intended that all children in grades K-5 will receive an occupational "awareness program" designed to acquaint each child with jobs that are representative of the entire occupational array. A broad orientation program will be given to all students in grades 6-9 which includes considerable hands-on experience with a wide variety of tools and materials. Career development is provided at the secondary level in grades 10-12, with some students receiving continued exploratory experience to be followed by postsecondary training, and others receiving skill training in vocational education programs.

The goals of Renton's career education program are clearly defined for each of the three levels. Children in grades K-5 are expected to

1. develop wholesome attitudes toward work;
2. become acquainted with the world of work and familiar with key occupational concepts;
3. develop respect and appreciation of workers in all fields; and
4. formulate a self-concept that includes possible work roles. (This self-concept should take into account interests, abilities, values, and needs.)

Children in grades 6-9 will be expected to

1. understand and appreciate the positions and contributions of industry and labor;
2. understand the structure and pattern of business and labor;

3. understand career opportunities in the light of present and anticipated employment needs;
4. understand the formal and informal training programs relative to occupational entry;
5. understand personal abilities, achievements, interests, values, and needs (self-concept) in relation to training and employment; and
6. formulate a training plan leading to related occupation objectives.
(This preliminary commitment is built on the basic skills, knowledge, and understandings acquired in pre-vocational classes. Formulation of a training plan is an essential step in vocational decision-making.)

The goals to be achieved by students in grades 10-12 are to

1. understand pertinent facts (wages, hours, conditions, opportunities for job entry and advancement, hiring practices and procedures, etc.) relative to a number of specific occupations;
2. develop interpersonal skills essential to job entry, retention and promotion;
3. take into account the fact that many of the factors involved in vocational decision-making are ever evolving and that occupational choice is not an irreversible process; make an occupational choice that permits implementation of self-concept. (Students must be aware of opportunities for upgrading and for retraining. This includes sources of financial aid as well as active training programs.); and
4. enter a training program that permits the acquisition of skills permitting either entry-level job placement after graduation or allowing a continuation of training after high school.
(The counselor assumes an active role in developing basic skills common to seeking, securing, and holding a job. The counselor's role extends through entry job placement in the first instance. In the case of continuation of training, the counselor assists in the matriculation process. This necessitates establishing and maintaining relationships with diverse helping agencies as well as training institutions.)

Specific objectives toward achieving these goals are equally detailed for the present and next school years in special vocational education project proposals submitted to the state superintendent. They are precise and measurable, permitting evaluation of the progress made at stated intervals. The planning which has gone into Renton's career education development is clearly evident.

EDUCATIONAL PROGRAM

At present, it is the avowed philosophy of the superintendent, as well as the Board of Education, that the district is fully committed to the development and the implementation of its total career education program for K-12 as the best policy to provide opportunities for the total learning of the students of the Renton District. In the elementary schools, the school system will operate an awareness program; in the middle schools, an exploratory experiences program will provide basic skills, knowledge, understanding and attitudes essential to vocational decision-making; in the secondary grades 10, 11, and 12, both exploratory and preparatory programs are offered.

Several small projects have been conducted at various grade levels in an effort to make some inroads into the objectives of career education throughout the entire district. The most recent one of these on the primary and intermediate levels is an exemplary project designed to familiarize elementary school students K-5 with a broad range of occupations, including those for which special skills are required. On the junior high level, the district is involved in another career exploratory project whose central purpose is to develop a comprehensive, articulate career development program for grades 6, 7, 8, and 9. It is the district's goal to create a program that will meet the needs and interests of the students for preparing for the role of homemaker and the dual role of homemaker and wage earner. In addition to this, there is also an occupational versatility program for both boys and girls designed to advance creativity as well as hands-on experience with tools and materials in a wide variety of activities from electricity and crafts to welding and machine shop. A pilot program is in operation at McKnight School in conjunction with several other neighboring school districts which are also participating.

In the primary and intermediate grades, the awareness program is characterized by lessons that deal with selected topics related to concepts of work--bosses, labor unions, fringe benefits, etc. The methodology includes action-oriented activities such as dramatization, role playing, simulation games, and also the use of single concept materials such as film loops, slides, and filmstrips. In the middle schools, learning activity packages are being developed which deal with those concepts identified in the home and family living program. Here, extensive use will be made of arts and crafts, home economics, and related activities designed to give the students exploratory information about the role of both homemaker and wage earner.

The "occupational versatility" program at McKnight School has reached a high level of development. It is an ungraded, student-directed program in which all boys and girls rotate by class through the large multiple-purpose shops, selecting their own individual projects, following detailed instructions in print and on film, using power machines and safety equipment, and maintaining complete records of their progress. Instructors act as consultants, and maintain a continuing watch over student activities. On the high school level, the quality of the programs that are offered in home economics, industrial arts, business education, and distributive education appears to be very good. In addition, students may elect to attend the Renton Vocational Technical Institute, which

offers specialized training in accounting, clerk-typist, general office clerk, secretary, cashier-checker, mid-management, key punch operation, civil engineering technology, electronics, major appliance repair, auto mechanics, auto body repair, machine shop, office machine repair, welding, and food service/preparation.

Provision for guidance services in grades K-5 are somewhat limited, with some schools being served by a half-time counselor. In grades 6-9 most of the schools have at least one full-time counselor, and on the high school level they have a ratio of one counselor to 400 students. In the vocational-technical center the ratio is approximately one counselor to each 200 students, which appears to be adequate. Overall, the guidance program is not adequately staffed at this time and certainly needs to be upgraded when finances permit. There is no specific placement office on the secondary level, and placement is accomplished by those teachers involved in the various occupational programs. The same holds true for the postsecondary level. Several programs seem to have excellent placement, for example the food services program and welding.

In terms of actual student time, approximately 10 out of every 1,080 hours is being devoted to career education on the K-5 level. In the middle schools, the ratio is considerably more varied, ranging from 80 to 350 hours, depending upon the school. In the secondary school, here again depending upon the emphasis in the particular school, it ranges from a few hours to as many as 720 hours. In postsecondary school work, the total program is devoted to career education. Staff time is roughly the same. Within the entire district an estimated 15-20% of total staff time is being devoted to career education.

Among the unique features found within the Renton District is the overall district commitment to the establishment of a total career education program. This is most evident when the superintendent, the director of vocational education,and others on the district level exhibit their enthusiasm and commitment to this theme and is best typified by the occupational versatility program at McKnight School. The main objective is that students have an opportunity to determine and develop their identity in a shop environment, that is, to develop their ability to be self-sufficient, productive and adaptable. This is done in an ungraded, student-directed, personalized program using self-instructional techniques.

ADMINISTRATION

The school board at Renton has not formally adopted the career education policies described above, yet the intentions of the board to incorporate career education into the total school program is quite evident. For example, two new administrative positions were created last year to develop career education programs while the staff had to be reduced in other areas due to the loss of a tax levy election. While the district had to lose in excess of 100 professionals because the levy was defeated, the board saw fit to create the new positions of Director of Vocational Education and Coordinator of the Co-op Program, Business Education and Home Economics. Concurrent with the creation of these two new positions, new co-op programs in diversified occupations were established.

In addition, the board has given its blessing to a career education curriculum development project for a career awareness program in the elementary schools. This program includes the development of career education packages for use by the elementary teachers. A program of curriculum development in the middle school will include developing learning activity packages in Home and Family Life Education. The aim of this curriculum development project is to replace the Home and Family Life curriculum as it now exists.

The superintendent of Renton School District has demonstrated his commitment through recruiting professionals who have a deep commitment to career education. As evidence of further support of career education, the superintendent has directed that two vocational education administrators be added to the curriculum council which must rule on all program changes.

Renton appears, on the surface, to have a typical organizational setup, headed by a superintendent and appropriate assistant superintendents and directors. However, on the level immediately below the superintendent there is a deputy superintendent, assistant superintendent and two directors, one of which is the director of vocational education. This last man answers directly to the superintendent, is involved in all decision-making matters on that level, and is undoubtedly in a very favorable position to effect necessary changes for the promotion of career education within the Renton School District.

The total responsibility for career education has been assigned to the director of vocational education and he is assisted by a series of supervisors in charge of pre-vocational and vocational programs, apprenticeship programs, federal programs, and continuing education, as well as a supervisor of the Renton Valley Vocational-Technical School. It would appear from the organizational chart that the vocational programs in this school district are very well-staffed in terms of administrative positions.

Immediate short-range goals are the revision of two programs: on the secondary level, the business education program; and on the middle school level, the family living program. In addition, an attempt will be made to upgrade capital outlay expenditures for equipment. A continuing effort will also be made to further implement the diversionary occupational program in the high schools. In the elementary schools, it is the district's intention to continue the broadening of the awareness programs which are presently in the developmental stage.

In the middle school, the district's long-range plans are to mesh the exploratory aspects of career education throughout the entire curriculum.

In the elementary schools, the district plans a continued development of career awareness until it permeates the entire elementary spectrum.

As the variety of programs are being formulated, evaluation procedures are being written so that they will coincide with the objectives of the program. Thus, those individuals who are charged with supervising the programs will be able to determine when they have accomplished their objectives.

PROGRAM RESOURCES

As has been noted earlier, personnel resources for career education are impressive at the administrative level. The superintendent believes that the key to a successful program is the instructor, and he is attempting to put vocational and academic teachers together in team teaching wherever possible. Eventually,he hopes to select the teachers who have entered into the program most successfully and use them to develop a genuinely fused curriculum.

Inservice training for the teachers is provided in at least three ways: (1) released time for some to visit other schools and programs; (2) new curriculum development by the teachers themselves supervised by administrative personnel; and (3) interaction between vocational and academic teachers in team teaching.

The physical resources include an excellent up-to-date vocational-technical institute, well-equipped in a variety of programs, and perhaps one of the best equipped middle school occupational skills laboratories in the country. In the past three years, the Renton School District has been engaged in a massive building and remodeling program which, when completed, will provide facilities second to none in the nation according to those in charge of their planning and implementation.

Community resources being utilized are not readily apparent at the elementary and middle school levels beyond parental and public support. At the secondary and postsecondary level, an extensive apprenticeship program has been developed with over 900 apprentices enrolled this year.

Work study and co-op programs are well supported by the community. A designated counselor is currently working with the Renton Chamber of Commerce to develop and implement a planned career orientation program that will use the resources of the school and the communities' businesses combined. It should be noted that the Chamber of Commerce and the Renton City Council both endorsed a $9.2 million dollar special school levy package voted on in February, 1972.

The short-range financial plans for continuing and expanding the career education program are through the use of existing resources and special grants from state and federal programs. Long-range plans are not clear, but appear to follow the same pattern. Temporarily, Renton may encounter some difficulties in moving as far and as fast as the administration and some of the teachers would like to go. Barring major problems, however, there should be little real doubt that their goals and objectives will in large part be achieved.

PROGRAM-COMMUNITY INTERACTION

Advisory committees are established in all secondary programs to insure community interaction in the programs. In addition to the advisory committees,the district uses personal contacts of teachers and administrators, a speakers bureau and a recently employed public relations person to facilitate community interaction in all program planning.

Career education programs are linked with other sectors of the community by the following means: (1) membership in the Northeast Vocational Advisory Council, which is composed of school districts of the area; (2) membership in a consortium of school districts to develop the occupational versatility program; (3) cooperation with the Chamber of Commerce to establish an on-going career council program for the secondary schools; and (4) through the Department of Health, the school district makes a valuable contribution to the rehabilitation of alcoholics at the county treatment center. Also parents, students and former students are being involved in a complete revision of the Home and Family Life curriculum; and techniques developed here will be used in other more ambitious curriculum changes to follow.

A career orientation program conducted with the assistance of the Chamber of Commerce Education Committee is a take-off on the career-day theme. The unique difference is that it lasts for approximately one month rather than one day, enabling a student to explore many careers rather than only one or two. One of the most unique aspects of this orientation is an arrangement for students to have an observational-participant experience with a representative of the career field of their choice, which is conducted at the career representative's place of business, and while usually brief, may be for as long as a semester in some cases.

EVALUATION

Little information is presently available on the evaluation of the Renton Career Education Program. A formal evaluation on the awareness and exploratory aspects of the program will soon be available.

BUDGETARY INFORMATION

Grade Levels		FY 72 Federal	FY 72 Loc. 1-ST	FY 72 Total	FY 73 Federal	FY 73 Loc. 1-ST	FY 73 Total
1 - 5	Awareness - Development	2,404.00	542.00	2,946.00	1,000.00	4,000.00	5,000.00
1 - 5	Awareness - Operation			N.A.			N.A.
6 - 9	Exploratory - Development	7,000.00	6,641.00	13,641.00	12,170.00	15,156.00	23,326.00
6 - 9	Exploratory - Operation	(Prog. Budget Not Dev.)			(Prog. Budget Not Dev.)		
10 - 12	Voc. Preparatory - Dev.	(Prog. Budget Not Dev.)			78,084.00	17,608.00	95,642.00
10 - 12	Voc. Preparatory - Operation	(Prog. Budget Not Dev.)			12,000.00	584,994.00	596,994.00
	Supp. Services - Operation	12,086.00	870.00	12,550.00	17,200.00	1,550.00	18,750.00
V.T.I.	Voc. Preparatory - Dev.			.00	26,424.00	5,958.00	32,382.00
	Voc. Preparatory - Operation	69,731.00	584,195.00	653,926.00	37,400.00	643,789.00	681,189.00
	Voc. Supp. - Development			.00	19,372.00	4,368.00	23,740.00
	Voc. Supp. - Operation	18,411.00	148,458.00	166,869.00	8,250.00	156,320.00	164,570.00
	Voc. Apprenticeship - Dev.			.00			.00
	Voc. Apprenticeship - Oper.	7,070.00	127,046.00	144,717.00	9,350.00	142,820.00	152,170.00
	M.D.T.A.	193,085.00	21,454.00	214,539.00	260,752.00	28,973.00	289,725.00
	W.I.N.			N.A.	34,107.00	3,449.00	37,556.00
	Supp. Services - Operation	24,932.00	6,908.00	34,648.00	57,692.00	24,358.00	82,050.00
	Research	2,000.00	2,387.00	4,387.00	22,000.00	.00	22,000.00
	Continuing Education		36,955.00	56,955.00		45,623.00	45,623.00

CONTACT PERSON AND VISITATION TIMES

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Mr. Dury Fox
Prevocational and Vocational Specialist
Administration Building
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Visitation times:

Between August 1, 1972 and May 31, 1973

Please contact Mr. Fox at least two weeks in advance

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Oregon

Documentation of Career Education Program

Site Team

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INTRODUCTION

Springfield, Oregon, is part of a metropolitan area in the west central part of the state with a total population of about 110,000 and strongly oriented to the lumbering and wood products industry. Eugene, Oregon, located just across the Willamette River, contains most of the population and business; Springfield is largely a working class community with considerable in- and out-migration. The school district contains two high schools, four junior high schools, and fourteen elementary schools with a total enrollment in 1970-71 of about 9,600 students. Of these, 2,200 are in the high schools, 2,400 in the junior high schools, and 5,000 in the elementary schools. Participation in the program is at 100% in two of the elementary schools, one junior high school, and both high schools, with each of the other elementary and junior high schools in the district at various stages of development toward the same level of achievement.

The career education program at Springfield began in 1964 following a report on one of the high schools which recommended an occupational emphasis. A bond issue provided for additional facilities to implement these recommendations and in 1968 the District Board adopted a resolution to make large expenditures for equipment and to expand the number of career clusters then being offered.

It was also in 1968 that a Federal research grant was received by Oregon State University to assist the Springfield District in developing a total career education program. The impact of this vocational research effort, a three-year project known as CORE (Careers Oriented Relevant Education) is unmistakeably evident and widely acknowledged by administrators and teachers in the Springfield schools. CORE is spoken of as a "process" rather than a program, through which relatively small amounts of Federal assistance are used to generate program development in the district by local school personnel.

In 1971, the two Springfield high school principals attended an 'administrators' meeting, where they had an opportunity to review other vocational programs. The input from this meeting was used in the development of a Comprehensive Career Education Model which was then adopted by the Springfield District Board.

GOALS AND OBJECTIVES

The prevailing educational philosophy of the Springfield schools is contained in the abstract of a "Long Range Plan for Career Education," which is the Comprehensive Career Education Model adopted by the School Board May 3, 1971. That statement reads in part:

> The business of the Springfield School District is to provide students learning opportunities and experiences which relate to careers. . . . Springfield School District will identify individual student interests and abilities and match them with appropriate career pursuits; develop programs around occupations which are consistent with current and projected labor department needs; and, instill in students, teachers, parents and the community the worth of any constructive career goal.

Equality of educational opportunity as applied to career education is readily apparent.

There are seven overall career education goals in Springfield's Long Range Plan:

1. To provide sufficient experiences and information at all grade levels so that students will be aware of their abilities and therefore make wise selections of career goals.
2. To prepare students at the secondary level with the skills and knowledge necessary for entry into _future_ employment in an occupation or group of closely related occupations (clusters).
3. To provide education that is socially and economically relevant to the needs of the individual and to the manpower requirements of the nation, state, and community.

4. To provide adequate and continuous guidance of students to assure proper placement in career education programs.
5. To provide curriculums in career education which link general education to the world of work.
6. To utilize all personnel - administrative, supervisory, teacher education, State Department, teachers, and counselors in the achievement of career education objectives.
7. To provide systematic evaluation of programs by administrators, teachers, and advisory committees to assure its relevance to a dynamic and changing world of work.

Specific objectives for achieving these goals have been determined for each year beginning with 1971-72 through 1975-76 under ten major considerations. These are: (1) Percent of 11th and 12th grade students enrolled in clusters (33%, the first year, 50% the fifth year); (2) Number of clusters (8 the first year, 14 the fifth year); (3) Selection of clusters in order of priority; (4) Staff; (5) Recommended electives, allied supportive and exploratory courses (9 the first year, 15 the fifth year); (6) Provision of guidance services; (7) Major facility changes; (8) Additional costs; (9) Revenue; and (10) State reimbursement clusters.

The mission, goals and objective statements were formulated by the teachers and administrative staff, initially under the leadership of a few persons and since 1968 through the assistance of the CORE project. CORE has provided released time and funds to allow teachers to develop their new programs, workshops and inservice training through which new ideas are examined, and prestige for career education as the central purpose of education.

Within the program, the influence of particular individuals has been one--if not the--decisive factor. Seven years ago the present Assistant Superintendent for Secondary Education came to the District coinciding with the first efforts at Springfield to give career education greater emphasis, and has been one of the driving forces behind career education in the Springfield schools ever since. The State Superintendent of Public Instruction in Oregon, a member of the Executive Policy and Planning Board of CORE and a former principal of Springfield High School, has been one of the key persons responsible for the Springfield program. The Dean of the College of Education at Oregon State University has left his personal imprint on the Springfield career education program and at times has been a factor in its progress. Many others have made great individual contributions as well.

Provisions for periodic review of the mission, goals, and objectives are implicit in the Long Range Plan adopted by the Springfield School Board in 1971 covering the next five years. The CORE project also has provisions for reviewing progress, and the Advisory Councils attached to the program provide an additional reviewing function.

EDUCATIONAL PROGRAM

The intellectual base of Springfield's career education program seems to be the Vocational Education Act of 1963, the Amendments of 1968, and a considerable amount of the research generated both in Oregon and nationally by those Acts. An example of the research used is Oregon's cluster system of vocational courses. There are many others, the most conspicuous being the CORE project.

The methods and activities employed at each grade level run a complete range of virtually every innovative as well as proven educational concept known. The variety is very evident, and this no doubt constitutes one of the strengths of career education at Springfield; nothing is static. The actual methods and activities at the elementary level are described in considerable detail in the 154 page "Teacher Guide for Career Awareness Process in the Elementary Schools." They are described for a single junior high school in an equally large document containing "descriptions and objectives of 90 separate courses." At the high school level they are found in a large number of learning and instructional packages dealing with most skills and clusters taught.

The program at the elementary level is career awareness, its goal being "to implement career awareness themes into all subject areas and activities so that all students will understand the world of work and relate their studies, their interests and their aptitudes to the occupational, avocational, citizen and family life roles." The objectives in achieving this goal are written as behavioral objectives with suggested activities for each. These are contained in the "Teacher's Guide" prepared by the teachers and administrators in two of the elementary schools.

Implementation at the elementary level is limited, since this is the planning year for these schools under the CORE project. However, multiple courses are being developed in each subject at each grade from which students may make selections. The programs are nongraded from beginning to end, with students and teachers both moving from room to room depending on their individual schedules and include some hands-on skill training experience and individualized spelling systems. All teachers are encouraged to present all subjects with an occupational orientation.

At the junior high school level the effects of the CORE project are most evident, because here is where it began. The first year under CORE was given to planning programs at the four junior high schools in the Springfield district. In the second year planning was implemented in the junior high schools and begun in the high schools. The third year (1971-72) modification and refinement are under way in the junior high schools, implementation of planning in the high schools, and planning begun in the elementary schools. Since CORE is a "process," not a program, the goals and objectives developed through its assistance may be different in different schools, and this is evident in the four Springfield junior high schools. Documents are available showing the actual changes and developments in each school resulting from the planning and implementation under CORE.

At the junior high school level, implementation is well along and includes a great variety of courses scheduled at nine-week intervals, from which students select their programs; increased emphasis on industrial arts (each school has added power mechanics to the curriculum, and one school keeps the industrial arts shop open for the students one evening each week); junior achievement type courses; learning packages in the homemaking classes; field trips and resource people in the classrooms; and Oregon's SUTOE (Self Understanding Through Occupational Education) programs in the social studies classes.

The specific goals and objectives of Springfield's career education at the high school level are the result of a longer period of development than CORE alone, although in the past year CORE has produced a number of changes and new developments. The goals and objectives for the high school program are spelled out in the 1971 document, "Long Range Plan for Career Education."

In the high schools,there is virtually complete integration of academic and occupationally oriented education. Occupational cluster packages are presented to most students in grades 9-12. Exploratory skill training courses begin at the ninth grade and continue for students who want them through grade 12. At the eleventh and twelfth grade levels Oregon's occupational cluster program in vocational education is offered and constitutes a logical completion of several years of skill training for many students. Both high schools offer seven of these same clusters: accounting; clerical; construction; electrical; mechanics; metals; and secretarial. In addition, one high school offers two others: marketing; and food service. The other high school offers one additional cluster--agriculture and forestry. Cooperative work experience is available to all students enrolled in cluster programs.

Guidance services are provided through eight counselors at the elementary level, some of whom work with teachers in the career orientation program. At the junior high level, there are four counselors as such, and through the SUTOE program considerable guidance services are made available. At the high school level, there are seven counselors plus two work experience coordinators. A computer guidance program (OIAS - Occupational Information Access System) is in use at all high schools and junior high schools.

Placement of students in jobs or advanced vocational-technical and professional training at the postsecondary level is a responsibility publicly acknowledged by the Springfield school district in its 1971 Comprehensive Career Education Model. It is carried out by teachers, counselors, and community organizations, agencies, and individuals.

Students' time allocated to career education at each grade segment at the present time, and the corresponding staff time are as follows:

Grades 1 - 6

Career awareness: presently 100% of the students in two elementary schools with a total enrollment of approximately 700 students. This is equivalent to 13.5% of the elementary enrollment.

Grades 7 - 9

Career exploration: programs are operating in each junior high school with approximately 90% of the students receiving instruction in career education.

Grades 10 - 12

Career clusters: both senior high schools offer comprehensive career education instruction. About 33% of the senior high students are involved in identified career clusters for at least ten hours per week. A much higher percentage are enrolled in one or more vocational or pre-vocational courses. Approximately 20% of the seniors are involved in cooperative work experience programs.

A few of the unique features of the career education program at Springfield include elective courses and individualized instruction at the elementary level; nine-week courses and cluster packages in SUTOE at the junior high school level; individualized instruction; career cluster programs with cooperative work experience, and resource periods allowing students extra time to work in shops at the high school level. In a very real sense, much of what is being done throughout the district is unique, especially the programs and activities developed through the CORE project.

ADMINISTRATION

Several years ago, the State of Oregon began developing the concept of career clusters and this theme became very evident in the Springfield schools. Since 1968 when the Board of Education established career education as its top priority, a multitude of activities, programs, and strategies have been developed and have become policies of this School Board. As a result of the Board's action, the Springfield schools were considered by the U. S. Office of Education in the selection of the MODEL I program.

The District has been on record in support of a total career education program since 1971. This concept is being implemented with the awareness phase in grades 1-6, exploratory in grades 7-9, and in-depth skilled training in eight career clusters in grades 10-12.

It is apparent that the superintendent, his staff, and principals and teachers in those schools where career education is being implemented, support this program. For example, during the past year,special arrangements were made with local banks to borrow $70,000 so that there would be a complete revamping of equipment at both high schools as well as on the junior high level. The good faith shown by the superintendent and the board, as well as the local banks, is evidence of the support given to career education.

The superintendent in the district is responsible for administering the entire program in conjunction with the board's policies. There is an assistant superintendent in charge of the vocational program, and he is assisted by coordinators and supervisors who are responsible for seeing that the program is carried out within the schools. The superintendent is in the process of reorganizing his staff and at this time, the specifics of this reorganization have not been given to the board for their consideration, but the reorganization is intended to be a further step toward strengthening career education.

At the present time, the Assistant Superintendent for Secondary Education has carried the main responsibility for implementing career education. He has coordinated this work with the Assistant Superintendent for Elementary Education and they, in turn, are aided by coordinators of the CORE project, as well as other supervisors and coordinators with responsibility in career education. Under this particular administrative setup,the district has made tremendous strides in the development of a total career education program.

Springfield has a very fine document which describes their long-range program for career education. The long-range program envisions the addition of occupationally clustered curricula until 14 clusters are implemented at the high school level. They have assigned priorities to the clusters to be added, as well as priorities for staff considerations, and each year will be making progress in this development. There is also consideration for upgrading of guidance services as well as additional facility changes. Just this past year, the school district was able to make major progress by completing one new high school and by considerably upgrading equipment in both high schools. Their long-range program also includes continued progress in the junior high schools and further development of the career awareness theme at the elementary level.

The district is compiling information from several different sources in an effort to see how well they are achieving their goals. There was an extensive follow-up study made on the 1969 graduates; again in 1970 there was a follow-up on those students who were enrolled in the identified career clusters. Both sources of information are being used in their evaluation of their program. On the elementary level, in reference to career awareness, they have administered both pre- and posttests to all students in two project schools; these are also being used as indicators of the progress they are making with this theme. In addition, they are making extensive use of surveys within the staff, as well as with parents, as another technique in evaluating their progress. From all indications they are working diligently in evaluating the career education program.

PROGRAM RESOURCES

Program resources which support the CORE career education "process" include a five-man full time staff, continuous inservice training for teachers and staff, a new high school, and community work stations for actual work experiences in the clusters emphasized by the Springfield program.

The unique feature of the CORE career education program stressed by the program staff is the process of implementing an awareness, understanding and working knowledge of the relevance of life's roles; occupational, citizen, family and avocational.

The CORE staff, teachers and parents participated in several workshop sessions designed to implement the CORE process. School administrators supported the inservice efforts by providing release time for teachers so that teachers, parents and students could plan class activities. Substitute teachers were hired, classes were suspended for one day and half-day periods, and schools were opened at night for parent and local community involvement in the planning process. The results of the released time for teachers produced several guides to be used by teachers in the CORE program.

Local district workshops for staff and for teachers have emphasized careers, life roles (occupational, citizen, family and avocational), writing behavioral objectives and writing learning packages.

The CORE process philosophy is designed to "open the school and its curriculum to public inspection" and to "make the school a part of the community and the community a part of the school." These objectives have been accomplished through the involvement of parents and community members in the school and classroom planning process.

PROGRAM COMMUNITY INTERACTION

The career education program at Springfield is directly linked to the family, business and industry, recreational and public interest activities through the emphasis upon life roles. The life roles emphasis in the Springfield schools is briefly described as follows:

> Because success in work contributes to success in all of life and lack of success in work contributes to problems in other aspects of life, it is important that young people be prepared for work. One must also recognize that the person who works also has a family, is a citizen and should have leisure time activities. These all affect each other and deserve attention together.

The schools in Springfield have been "open" for inspection and evaluation by the public. The general mission of the CORE project is to "infuse a philosophy and develop a process whereby the educators, students, parents and other community members are cooperatively involved in a continuous evaluation and modification of the total school curriculum with a focus on life roles."

Local administrators, teachers, students and community members have been involved in planning and conducting the teaching-learning process. Community members serve on advisory committees, participate as resource persons in the classroom, and serve as project evaluators.

One unique feature of the CORE program is the involvement of administrators, teachers, students and community members in the teaching-learning process. Administrators and teachers have been involved in the development of guides to facilitate communicating the life roles contrasting students and community members. Students have been involved in interaction groups ("CORE on the campus") which provide a place whereby two-way communications between students and between student and staff are stimulated. Community members have been involved in advisory committees to assist administrators and staff in planning and evaluating the teaching-learning process.

EVALUATION

The Springfield School District has performed a number of process and product evaluations in order to assess the extent to which it has achieved its goals. There have been follow-up studies of graduates in 1969 and 1970; a community survey to obtain information about how the community assessed the program; an advisory committee's evaluation of its involvement in the cluster programs; a comprehensive evaluation of the C.O.R.E. program which analyzed teacher and student attitudes, curricular changes, student dropouts, attendance; and an elementary career awareness project evaluation; and several others.

The 1969 Graduate Follow-up Study of 256 students from the graduating classes of Springfield High School and Thurston High School was conducted between eight and nine months after the 1968-69 school year. The questionnaire focused on the graduates' assessment of the high school counseling program, the manner in which they located a job, and their current job status. These graduates indicated generally that they had obtained little assistance from counselors. did not know what they wanted to do when they were in the 12th grade and had received the most useful career counseling from friends, relatives and teachers.

The director of pupil personnel conducted a 1970 survey of high school graduates who participated in the cluster programs. The survey obtained information on the graduates current occupation and their feelings about the career education program.

The community survey collected information from the parents of junior high school students enrolled in four different schools which had implemented the career education program to varying degrees. The questionnaire asked these persons about their attitude toward career education, their opinions of their children's attitude toward school, and their opinion of their children's schools.

The advisory committee survey related primarily to the flow of communications between the committee and the program staff. The survey, in the form of a questionnaire, asked the advisory committee members to indicate the number of times advice was requested and given, the nature of the advice, their opinion of their awareness of the program, the manner in which they receive information, etc.

The evaluation of Project C.O.R.E. was made in order to assess the degree to which proposal objectives were achieved, to validate the expenditure of project funds, and to determine implications for future program development in the area of career education. To accomplish these goals, evaluation teams were selected and sent to program schools to interview persons involved in the program and to review school-developed documents, plans, course content, survey instruments, program materials and test results. The evaluation team made recommendations with regard to the underlying philosophy of the program, the flow of communication among persons implementing the program, inservice training, the continuity of the program, the involvement of the community in the program, a revision of the guidance and counseling program, etc.

The Elementary Career Awarness Project was to be evaluated in three phases: an interim assessment by the building staff, an interim assessment by an out-of-district team, and a final evaluation by an out-of-district assessment team which would evaluate the entire K-12 program. Phase one concentrated on the appropriateness of each of the objectives listed in the Teacher Guide and the extent to which these objectives are being achieved. Phase two involved the out-of-district assessment of the extent to which the proposed objectives have been achieved, the effectiveness of the Teacher Guide, the level of staff involvement and commitment to career awareness, the availability and use of resource materials and an assessment of the program administration and coordination. Phase three was intended to be a summative evaluation of the entire program including the elementary career awareness project.

CONTACT PERSON AND VISITATION TIMES

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TOLEDO PUBLIC SCHOOLS
Toledo, Ohio

Documentation of Career Education Program

Site Team

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INTRODUCTION

There are 65 elementary schools and 14 senior high schools in the Toledo Public School system. Included in the 14 senior highs are three vocational schools, a horticulture center, and a rehabilitation center. Total enrollment in the Toledo system is 62,746.

Toledo's career education program is in operation in Sherman Elementary School, with 220 pupils, and McTigue Junior High School with 1425 pupils, in which 100% of the students and the entire education staff are involved. Calvin Woodward Senior High School, with 2600 students, is also in the program although participation in this school is not yet 100%.

Prior to 1970, the concept of career education as it is now being formulated was not a part of the program of the Toledo Public Schools. However, during the past five years, vocational education in Toledo had been expanding rapidly. Vocational education was included in all high schools and the emphasis was primarily on providing students with skills for employment after high school. This expansion served as the motivational basis on which to build the career education program.

The original proposal was designed at the request of the Ohio State Department of Education, Vocational Education Division. Career Education was assigned to the Executive Director of the Department of Vocational, Industrial and Adult Education directly responsible to the Assistant Superintendent.

GOALS AND OBJECTIVES

The prevailing philosophy for the school system is stated in the Study for the 70's Program Profiles.

> We believe the public schools fundamentally should serve, fully and equally, all the children of all the people.
>
> We believe that the first responsibility of our public schools is education.
>
> We believe, consequently, that the purpose of education is the creation of an enlightened, intelligent and effective foundation for citizenship in our own democracy and in the increasingly intimate world and universe.
>
> We believe that democracy as an ideal and as a working reality thus depends upon a literate and informed citizenry. To guarantee the healthy growth of that democracy, every child must be educated in the basic skills of learning, evaluation and communicating.
>
> We believe in the inherent worth and human dignity of each individual whether normal, handicapped or talented, and in his right capacity for physical, intellectual, emotional, social and spiritual growth to the extent of his abilities and interests.
>
> We believe that economic democracy depends heavily on economic literacy, a product of education.
>
> We believe we should educate children to understand that the rights and privileges of their citizenship rest above all on their informed acceptance of their duties and responsibilities as citizens of the community, of the state, of the nation, and of the world.
>
> We believe that schools must be constantly alert and thoughtfully responsive to significant changes in cultures and technical developments that call for adjustments in broad outlook, curriculum, and teaching methods.
>
> We believe there should be well planned research and intelligent experimentation with and use of new information in education.
>
> We believe, finally, that schools share certain responsibilities with the community, church and home in guiding and counseling pupils, and that we share in the functions of the community, church and home in the spiritual and moral development of these pupils.

Throughout the school programs, the on-site team saw evidence of this child-centered philosophy.

Goals have been stated for each component of the Career Education Program. The "World of Work" program is designed to inculcate in elementary school children favorable attitudes toward work, and to provide in general, an overall exposure to, and experiences with, the working world. At the junior high level (grades 7 & 8), the primary goal of career orientation is to acquaint students further with the world of work and broad families of occupations. The ultimate goal is to help a student understand the importance of his education, and discovering this, increase his dedication to that education, thereby returning to the student what is his nature--the responsibility for learning. In the Career Exploratory phase, grades 9 and 10, the goal is to prepare youth to make decisions wisely for their next decision steps. In grades 11 and 12, the program objectives are to study intensively a few occupations of the student's choice, to develop an awareness of the importance of respect and cooperation when working with others, to help develop flexibility in adjusting to the work-world, and to develop realistic attitudes and appraisals for the occupations in which the student is interested.

Objectives

The basic objectives for the three stages of Career Education are:

K-6--World of Work--(Career Awareness).

1. Encourage wholesome attitudes towards all fields of work.
2. Motivate children to want to participate in the world of work.
3. Help the child develop an awareness of himself as a worthwhile individual.
4. Increase the students' awareness of the many occupations available to them.

5. Help develop an awareness of the interdependence of workers.

6. Help students understand the role of the school in preparing for a career.

Grades 7-8--Career Orientation Program.

1. Help students start the transition from fantasy to final occupational choices.
2. Give students the opportunity to communicate with workers as they function in their jobs.
3. Teach students to appreciate the work world and to want to become a part of it.

Grades 9-10--Career Exploration Program.

1. Identify the career needs of students.
2. Develop the student's knowledge of the world of work.
3. Aid pupils in understanding their abilities and interests in the job world.
4. Develop guidelines for the supporting staff to supplement regular curriculum.
5. Integrate career exploration into the regular curriculum.
6. Acquaint pupils with career opportunities in the world of work in and around Toledo.
7. Help students to prepare themselves better in making a career choice.
8. Involve and inform parents of the career development concept.

The formulation of the mission, goals and objectives for Toledo's Career Education Program was undertaken as a joint effort with the involvement of administrators, faculty, and staff from the school system.

A committee made up of grade-level teachers, coordinators, and guidance staff helped develop goals, which served as inputs to the final set of goals developed by the administrative staff. Additionally, the University of Toledo conducted a summer school at McTigue School at which time the teachers, along with setting up guidelines for classroom activities, developed some objectives for career orientation programs.

EDUCATIONAL PROGRAM

In the Toledo School System, career education is viewed as a variety of means and experiences through which the individual may develop as he faces both current decisions and those he will meet in his future. The educational program has been designed to try to provide these experiences. The progression within the program is from the awareness stage at the elementary level, through career orientation in the middle grades, and into career exploration in the upper grades.

Elementary Program

At the elementary level (K-6), the "World of Work" program provides the opportunity for children to look at themselves and the world around them, provides a general exposure to, and experience with, the working world, and helps to develop a favorable attitude toward work. In the lower elementary grades, the emphasis is on the development of a positive self-concept through the opportunity to view and learn desirable traits. The student should learn to see the family, the school, and the community as part of the work-world and should learn to value the dignity of work and recognize the importance and interdependence of all types of work and skills. The upper elementary experiences are designed to add to those presented in the earlier grades and to present students with the opportunity to learn about job opportunities on a global basis and to discover the interdependence and contribution of all workers to the welfare of the community.

At this K-6 level, the "World of Work" program is incorporated directly into the academic curriculum. Each teacher makes his own plan providing a minimum of 270 hours (135 at the Kindergarten level) to give children exposure to and experience with the work-world. The introduction is gradual in order to develop the children's skills and understanding. Carefully selected textbooks, pamphlets, films, audio and video tapes, games, and filmstrips are used to supplement regular classroom instruction. The program also includes field trips, visiting speakers, and effective and realistic hands-on experience.

The services of parents and community members are enlisted for the program in helping to identify people and their roles in the working world. Regular inservice meetings are held to help teachers study, make plans, and share ideas for the program's operation. At each grade level, teachers meet to make cooperative long-range plans for field trips, materials, equipment and projects.

Middle Grades Program

The junior high school portion of the program (grades 7 and 8), "Orientation to the World of Work," is designed to acquaint students further with the world of work and introduce them to the broad families of occupations. Through a variety of activities, youth are afforded the opportunity to communicate with the working person, to begin the transition between fantasy and final occupational choice, to develop an appreciation for the work-world and a desire to participate in it, and to develop the interest in becoming a productive citizen contributing to the community.

In the orientation phase, career exposure is implemented in the academic curriculum at each grade level The program in the McTigue Junior High School is set up on a "blocked" basis using a trimester period in order to allow for a series of career days or career weeks. The last two weeks of each trimester are devoted to career orientation with the first week used for preparation and the second specified as a "career week" involving the entire school in career study. The program uses visitations to work sites, resource persons who are invited into the school, parents and community leaders, demonstrations, laboratory activities, discussion groups, projects, displays, hands-on activities, and books, pamphets, and films This variety provides each student with a broad spectrum of experiences

Upper Grades

The career exploration phase undertaken in grades 9 and 10 provides exploratory experiences for those students who are not in an organized vocational program. This phase is designed to help the studnet make the decision to enter either job training or higher education training in grades 11 and 12

In the exploratory phase, each student takes five school subjects yearly and has six hours of class time each quarter devoted to career exploration Over the period of two years, each student is exposed to ten subject area clusters There are opportunities to hear workers describe their own occupations, participate in projects, research various occupations, join career clubs, and engage in discussion groups. Films, tapes, books, and pamphlets of several varieties are also available for use in the program. In the 10th grade, each student should have at least two job experiences of his first and second choice in order to provide on-the-job exposure.

The career exploration phase takes an integrated approach to the curriculum, linking career-related experiences with the subject matter in grades nine and ten. This approach allows the individual teacher to integrate the career-related materials into the context of the curriculum at the most effective time. The career coordinator and the instructor cooperate in trying to match career clusters and subject matter areas for the best possible fit. The coordinator and a planning committee comprised of teachers, guidance counselors and administrators have the responsibility for developing a list of careers and indicating their relationships to subject matter areas. Within a two-year period, each student has the opportunity to explore all the clustered areas.

Guidance

One of the basic objectives in the Career Education Program is to increase career counseling and group guidance activities. A guidance component is built into the program. The Assistant Principal of Curriculum Development and the Career Coordinator, both certified counselors, provide increased services to students and teachers in the area of career guidance, counseling, and information. The administration and interpretation of the Kuder Preference Record Vocational Form and/or the Ohio Vocational Interest Survey is provided to all 8th grade students and is an integral part of guidance services to assist students in preparation for high school. The counselors work closely with the coordinator so that the program meets the needs of the students.

Each 8th grade student participates in a special career exposure and guidance period for one class period per day for a twelve-week period during the school year. A personal guidance course for girls stresses homemaking skills that can be used to obtain employment as well as lead to a rewarding personal life. A Career Guidance Institute under the co-auspices of the school system and the National Alliance of Businessmen helps improve and expand the career guidance provided by the schools to economically disadvantaged in-school youth.

In the 10th grade, the career coordinator, in cooperation with the National Alliance of Businessmen, places 10th grade students in jobs as part of the exploration phase. In specialized programs such as Occupational Work Experience, half day in school and on the job, and the Pre-Employment Program, the coordinator is responsible for the referral and placement of students in jobs.

The long-range objective of the schools is the placement of every child in a job. At the present time, there are four placement officers in four high schools to help graduates locate employment.

Program Features

There are a number of special features attached to each segment of the Career Education Program. Many of these are listed below:

K-6. Hands-on experiences such as planting trees and flowers in a school yard while studying landscaping in science, making and marketing various craft items; idea units as an outgrowth of teachers inservice meetings; and an Occupational Work Adjustment program for over-age boys in elementary school who have not done well in school and who are potential dropouts.

Junior High 7-8. A Career Film Guide; Getting It Together--a structured TV series on 10 career oriented units, along with a teacher's manual; a trimester approach to career orientation on a school-wide basis; an Activities Manual for each subject area with objectives listed, materials suggested for use; a program folder of appreciation sent to each participant for the Career Orientation Program; and a special career exposure and guidance program for each 8th grade student; and a poster contest in connection with the American Vocational Association week in February.

High School 9-10. Elimination of study halls with students electing vocational interest classes; placement of each sophomore on at least two jobs of his choice; the adoption of a school by a local business firm; and grass-roots involvement in program design and implementation.

ADMINISTRATION

There is no written evidence of the school board's adoption of policies to incorporate career education into the fabric of the school program. However, there is open receptiveness to the concept of Career Education. Reports on the programs and service areas that include personnel involved, facilities, existing applicable standards for program operation, the current status of the program, and staff recommendations for short- and long-range needs are regularly provided to the school board.

Since the Superintendent is extremely interested in having the best career education program possible, the administration has supported the program. The Executive Director of Vocational Industrial and Adult Education has been charged with the responsibility for the project's administration. One individual was appointed to manage the career education in each of the three schools where it is in operation. Teachers are encouraged to work creatively and are given rather broad latitude to integrate the concept into their teaching. Specified time to be allotted to career education both for students and teachers is delineated. A cooperative inservice program between McTigue School and the University of Toledo has been encouraged and implemented.

At each of the three schools, a career coordinator has been assigned to coordinate and administer the career education program. The coordinator works closely with the instructors and students, and serves as liaison between school and community. A part-time clerk has been assigned to help each career coordinator.

The career coordinators are responsible for proper utilization of funds, conducting periodic reviews of research-related literature, visiting on-going career programs to determine new approaches, techniques, and materials that might be incorporated into the program, designing evaluation forms in conjunction with representatives from the school staff and administrative units, selecting and/or arranging for field trips or speakers, and helping teachers by preparing and distributing materials to be integrated into regular class curriculum.

In grades 9 and 10, the coordinator works with the business community to provide actual on-the-job exposure for 10th-grade students involved in the program.

The instructional staff approach the objectives of the program by various means: speakers, field trips, hands-on experiences, materials, and a variety of audio-visual equipment. They participate in committee work, attend inservice classes throughout the school year, prepare students for the field trips and post-trip activities, provide appropriate hands-on experiences, and participate in test administration of the 9th grade.

To help youth with future scheduling as well as determining their interests, all 9th-grade students have been given the 1971 Ohio Vocational Interest Survey. Plans are also being made to incorporate into the program some type of aptitude test which will aid youth in their planning.

A new vocational rehabilitation center, Jefferson Center, will open February, 1972, with three phases of programming (vocational evaluation and personal adjustment, vocational skill training, placement and on-the-job support). This facility will serve approximately 400 boys and girls, 15-20 years of age.

A skill center consisting of ten skill areas will be set up in one of the high schools to be in operation in 1973.

The industrial arts department is presently engaged in research and evaluation of new curriculum in industrial arts and career education which will enable instructors to reach and maintain a level of relevancy with today's technology.

All materials printed and distributed both in school and throughout the community stress process evaluation of the program. All who have been affected in any way by the program are involved in determining the value of the program. The program has built-in provisions for long- and short-term evaluations. Students, parents, and teachers are invited to evaluate the program at the end of each career week. Prepared questionnaires are circulated among participants from the business and laboring community. Personal evaluations are sought from parents, students, and teachers about recommended changes. Counselors who are working with students in these programs report on their ability to set more realistic goals and course objectives. Teachers and advisory committees meet to determine outcomes.

PROGRAM RESOURCES

Staff

Personnel for the Career Education Program are staff who are selected because of their interests, capacity for leadership and specialized training. Staff for the program includes a project administrator, a career program coordinator assigned to each of the three schools, and part-time clerical assistants assigned to the coordinators. Teachers, administrators, and counselors work cooperatively with the career coordinators.

Inservice Training

A variety of inservice training has been instituted in order to make career education meaningful to the staffs in the three schools. During the summer of 1970-1971, a university credit course on career orientation in the middle school was conducted at McTigue by the University of Toledo to meet the needs of teachers and students at McTigue.

The entire faculty met in the summer of 1970-1971 in department meetings to discuss areas of concern and to study what adjustments would be necessary. Department representatives were selected for a one-week workshop with the Career Orientation Counselor to prepare materials to be published and distributed to teachers for integration of curriculum into regular class instruction.

Teachers of respective grade levels meet periodically to make long-range plans for field trips, job models, equipment, materials, and projects. Also, a representative committee consisting of one teacher from each grade level meets weekly to plan, discuss, and share ideas.

A supplemental inservice program is provided for interested faculty in Woodward High School two days a week for 90 minutes after school for approximately six weeks.

Physical Resources

The physical resources provided for the career education program are varied and extensive. Diverse visual aids equipment, an Occupational Educational Library (usually converted from the largest classroom), a printed Film Guide, Idea Units for teachers in all areas, films, filmstrips, TV projectors, sewing machine, laminator, 8000 pieces of free literature, 1000 film records, and one 12-passenger van to transport small groups of students to job locations have been provided as resources for the program.

Community Resources

The community is constantly informed of the Toledo Public School System's career education through extensive public information activities and through membership on various advisory committees.

Surveys are prepared and sent to the various community leaders for opinions relative to career education. They also serve as speakers during career days and visits to classes.

Business, industry, government and community organizations arrange for visitations by classes, in order to inform students and teachers about people and their responsibilities and duties while at work. Various employers also work cooperatively with coordinators to provide varying types of work experiences and job sites for students in the many programs (O.W.E., O.W.A., PEP, etc.).

There is close cooperation with the Ohio State Department of Education and the University of Toledo.

The administration is interested in expanding the program so that all schools and all students may be involved. However, it is also aware that funds must be made available before they can move forward. They want to improve the Job Readiness Program, to expand offerings to fit the needs of all youth, provide more space in order to promote career education, hire additional coordinators, expand placement to help all youth at all levels of accomplishments. But, the actual implementation of these plans is dependent on continued and/or additional funding.

PROGRAM-COMMUNITY INTERACTION

Parents of students in the project schools have been involved in the programs,through the distribution of questionnaires and their participation in the program.

A Community Advisory Committee made up of representatives from the Chamber of Commerce, leading industries, labor organizations, University of Toledo, community organizations, and citizens responds to called meetings.

In addition, advisory committees are set up for the variety of programs at the various schools. A publication "Operation Success" is issued periodically to the community.

In McTigue, a file of the family and their occupations is maintained so that they may be invited to be resource participants when speakers are a part of the planned program.

The National Alliance of Businessmen is constantly working with Toledo schools to help youth to prepare better for the work-world; their latest effort is the adoption of Woodward High School by the Dana Corporation.

There is no overall coordinator to mesh these various community resources into career education. Personnel from each school must contact family, businesses and industries at the time they are needed for the program.

Parents, civic organizations, business and industry are sounding boards and evaluators of the goals determined by the schools. There is cooperative support of the Chamber of Commerce. Speakers evaluate and are evaluated for their part in the programs and give recommendations. Field trips are arranged and provided for by the local businesses. Businessmen provide various types of on-the-job experiences for the students of different achievements and grade levels. Parents serve as speakers and hostesses for career day meetings and guides. The community at large is kept informed of the program and asked to share in diverse ways.

Toledo Schools has a unique approach in informing the community of its Career Education Program in the publication "Operation Success."

The National Alliance of Businessmen publish pamphlets that are linked closely to the Toledo career education programs.

Yearly, the Chamber of Commerce arranges for all teachers to tour business and industry as a means of orienting teachers to the non-teacher's working world.

Throughout the on-site visit, the team saw evidence of an effort on the part of the teaching staff, the school administration, business, industry, and the general community to develop a flexible and meaningful career education program which would become available for all Toledo youth.

EVALUATION

The evaluation of the career education program in Toledo consisted of a 16-page teacher questionnaire. This questionnaire asked the teachers to evaluate the program in general, as well as the specific processes (e.g., field trips, guest speakers, etc.) of the program which involved the teacher. The teacher indicated satisfaction with all the career education activities which had occurred in the classrooms.

BUDGET

1972-1973
K-10 including 13 schools K-8, 1 high school 9-10

1.	Salary and fees for regular and consultant personnel	$109,480.00
2.	Employee benefits.	19,496.00
3.	Travel for regular and consultant personnel.	27,450.00
4.	Supplies and materials	50,703.00
5.	Communications, postage, telephone, etc.	10,350.00
6.	Services including duplication and reproduction, statistical, testing and other	3,450.00
7.	Final report--indirect costs and evaluation of program.	12,505.00
8.	Equipment.	5,000.00
9.	Other - inservice.	37,701.00
	TOTAL	$276,135.00

CONTACT PERSON AND VISITATION TIMES

Contact person:

Mr. R. T. Scherer, Executive Director
Vocational, Industrial and Adult Education
Toledo Board of Education
Manhattan and Elm
Toledo, Ohio 43608
(419) 729-5111

Visitation times:

Please contact Mr. Scherer at least two weeks in advance